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ABSTRACT

This report presents findings of a needs assessment project to determine areas of improvement necessary to ensure the full participation of handicapped students at Hawaii Community College (HCC). A particular focus was the vocational education programs. The report is organized around the four databases that were derived from assessment questions asked of HCC faculty and handicapped students, employers of the handicapped, and agencies serving the handicapped. Chapter I is an executive summary. Chapter II gives the purpose and methods of the study and describes how the report is organized (i.e., around four databases, with each described separately). In Chapter III, a listing of the faculty data is given; the sample, procedures, and questionnaire are described; the findings are presented and analyzed; and summary of findings is given. Similar presentations are made of the handicapped student, employer, and service agency interview data in Chapters IV, V, and VI, respectively. Conclusions are presented, again by database, in Chapter VII. Chapter VIII makes specific recommendations in the areas of training, recruitment, placement, curriculum, and administration. The questionnaire and interview schedules are appended. (YLB)

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A Study of Hawaii Community College's Services for Handicapped Students (1984–85):

FOUR DATA BASES

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Prepared by HAWAII INTERVIEWING • Bernard Ostrowski, Director

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PREFACE

On January 23, 1985, Hawaii Interviewing was contracted by the University of Hawaii to assist the Office of the State Director for Vocational Education in the development, implementation, and analysis of a needs assessment study of services and programs for handicapped students attending Hawaii Community College. More specifically, assistance was sought in the development and implementation of surveys of four populations: Hawaii Community College faculty; handicapped students at Hawaii Community College; employers of the handicapped on the Big Island; and agencies serving handicapped persons on the Big Island.

This document is a report of the services provided.

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MAHALO NUI LOA

To the **EMPLOYERS** who provided interview data:

DAYTON ARAGAKI : House of Sputniks
DAVE BROWN : AMFAC Tropical Products
LEON BRUNO : Lyman House Museum
KAY CABRERA : Kay's Creation
GUY FERRELL : Kam Garment
GUY HA : Banana Company
GLENN HASHIMOTO : Suisan
SHUN HATADA : Robert's Bakery
HAROLD HATANAKA : McDonalds
KARL HORI : Karl's Nursery
ALLAN IKAWA : Big Island Candies
EARL IKEDA : Hilo Macaroni
MACKIE JONES : Sheraton Royal Waikoloa Hotel
JUDY KIM : Jimmy's Drive-Inn
JOHN KOOLSTVA : MidPak Books
DAN KOSHIYAMA : Hilo Hawaii Fruit Process
RICHARD MALADAY : Hilo Bay Hotel
STAN OKA : Kona Bay Hotel
AILEEN PI : Kona Surf Hotel
RICHARD SAKAI : Big Island Maintenance
KAZUO SHEIGEZAWA : Kona Nursery Partners
JOLEEN SIMAO : C.W. Maintenance
KEN STABILI : Greenhouse Cooperative
MARILYN TANABE : Keahou Beach Hotel
PATTY TAYLOR : Auto Body Hawaii
MIKE TENGAN : Pacific Macadamia Nut
AMY TOYOFUKU : Hilo Hawaiian Hotel

To the **AGENCY REPRESENTATIVES** who provided interview data:

GINNY ASTE : Commission on the Handicapped
JUDITH FOX : Hilo Adult Day Care
DORTHY HEVERLY : Hilo Day Activity Center
ROY KAGAWA : State Employment Service
SUSAN LABERNZ : Hilo Vocational Rehabilitation Center
MARY JANE LINDSEY : Brantley Center
HANS NORMAN : Kane Aloha Unlimited
VIRGINIA SQUIER : Kona Krafts
GLEN SUFFICOOL : Big Island Center for Independent Living
CHRISTIAN TIRRE : Mental Health Association
SALLY WEHRSIG : Easter Seal Society
LARRY YANAGISAWA : Department of Vocational Rehabilitation

To the Hawaii Community College **FACULTY** and **STUDENTS** who provided data

To HCC Faculty Member **RONALD KUROKAWA**, who gathered much of the data

To **YVONNE CUSTODIO** who processed the words

And to **ALL THOSE WHO WAITED SO PATIENTLY**

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I. EXECUTIVE SUMMARY

I. EXECUTIVE SUMMARY

In this executive summary, the purpose and method of the study will be presented as will its major conclusions and recommendations. The major findings, however, are referenced rather than summarized.

PURPOSE

The major purpose of this study is to determine what improvements are necessary to ensure the full participation of handicapped students at Hawaii Community College, and in particular, in its vocational education programs. The identification of specific needs and the provision of explicit data for securing funding to support necessary programs, are its major goals.

METHOD

To achieve these goals,assessment questions were derived for each of four relevant populations: HCC faculty, handicapped students at HCC; Big Island employers of the handicapped; and Big Island agencies serving the handicapped. Instruments and procedures were developed. The groups were sampled and surveyed. The resulting data were summarized and analyzed, conclusions drawn, and recommendations made.

FINDINGS

Findings from the faculty questionnaire include:

- Number of handicapped students taught by HCC faculty in the past two years
- Number of students taught by type of handicap
- Number of handicap students taught by College department
- Major concerns about teaching handicapped students
- Specific problems found in teaching handicapped students
- Types of assistance necessary for teaching handicapped students
- Other suggestions for improving services to handicapped students (The above findings are summarized in Chapter III, p. 30 - 32).

Findings from the handicapped student interviews include:

- Some demographic characteristics of the student sample
- The extent of knowledge/use of various services available to students at HCC
- The extent of physical access, classroom instruction, social activity, and counseling-related problems among handicapped students at HCC (The above findings are summarized in Chapter IV, p. 50 -52).

Findings from Big Island employers of handicapped workers include:

- Some characteristics of the employers in the sample
- Types of handicapped persons employed
- Types of jobs for which handicapped workers were hired
- Employer ratings of their handicapped employees
- Employer willingness to hire additional handicapped workers
- Employer relationships/potential relationships with agencies serving the handicapped (The above findings are summarized in Chapter V, p. 68 -69).

Findings from Big Island agencies serving the handicapped include:

- Some characteristics of the agencies interviewed
- Types of job training provided
- Number/type of placements made
- Present/possible relationships between HCC and these agencies
- Pressing needs identified by these agencies
(The above findings are summarized in Chapter VI, p. 82 -83).

CONCLUSIONS

Conclusions from Faculty Questionnaire:

Conclusion 1: The HCC faculty is relatively inexperienced in teaching handicapped persons.

Conclusion 2: The faculty is most experienced teaching the "learning disabled".

Conclusion 3: The faculty is particularly inexperienced teaching visually impaired, hearing impaired, and physically handicapped persons.

Conclusion 4: Overall, the faculty's major concerns about teaching handicapped persons focused on the additional time and subsequent neglect of other students and their lack of knowledge about appropriate teaching techniques.

Conclusion 5: The concerns of the Trade and Industry faculty differed from those of the overall faculty.

Conclusion 6: Major "specific" problems in teaching handicapped students at HCC include: student frustration, lack of appropriate materials, and lack of support personnel.

Conclusion 7: Types of assistance needed for teaching handicapped persons at HCC include: setting entry competencies; assessment procedures and remedial activities; obtaining appropriate instructional materials and equipment; and obtaining additional professional training.

Conclusions from Handicapped Student Interviews:

Conclusion 8: Both knowledge and use of the major student services were substantial among HCC students with handicapping conditions.

Conclusion 9: Handicapped student self-report measures did not indicate many problems in "physical access," "social activity," or "counseling" at HCC.

Conclusion 10: Approximately twice as many handicapped student ratings indicated problems with "classroom instruction" as with "physical access," "social activity," or "counseling related" problems.

Conclusions from Employer Interviews:

Conclusion 11: Almost without exception, the jobs for which handicapped persons were hired were quite low level.

Conclusion 12: Overall, the ratings given handicapped workers by their employers were "fair to good."

Conclusion 13: A high proportion of the employers who hire handicapped workers would be willing to hire additional handicapped workers if specific on-the-job training were provided at no cost to them.

Conclusion 14: Of the 27 Big Island employers of the handicapped who were interviewed, none indicated they worked closely with HCC.

Conclusions from Agency Interviews:

Conclusion 15: Nearly half the Big Island agencies which serve handicapped persons provide job placement services.

Conclusion 16: Approximately 250 handicapped persons per year are placed in jobs by these agencies.

Conclusion 17: Major problems faced by agencies in "finding" job placement sites include: Small number of jobs in Big Island economy; jobs available require too much variety of skills: employer prejudice; and poor client attitude.

Conclusion 18: Major problems faced by agencies in "initially placing" clients in jobs include: apprehension on part of employers; attitude of other employees; and reluctance of agency staff to accompany client to the site.

Conclusion 19: Major problems faced by agencies in "maintaining placements" include: Providing personnel/resources for follow-ups; the inconvenience of follow-up; and the clients' faulty work habits.

Conclusion 20: Other pressing needs identified by the Big Island agencies serving the handicapped include: HCC needs to reach out; there's no follow-up on graduates from high school who are identified as handicapped; and the integration between school and community needs improvement.

Conclusion 21: The Big Island agencies serving the handicapped seem quite willing to cooperate with HCC on mutual problems.

RECOMMENDATIONS

Recommendations in the area of TRAINING:

Recommendation 1: Provide faculty specialized training.

Recommendation 2: Develop on-site training programs, especially in the Trades.

Recommendations in the area of RECRUITMENT:

Recommendation 3: Recruit/provide support services for slow learners, physically handicapped, hearing impaired, and visually impaired students.

Recommendation 4: Develop/implement a systematic program to monitor the post-secondary education needs of handicapped persons completing Big Island high schools.

Recommendations in the area of PLACEMENT:

Recommendation 5: Develop/implement a systematic placement program for the placement of professional level handicapped students.

Recommendation 6: Develop a coalition with existing placement programs to better place other handicapped students.

Recommendations in the area of CURRICULUM:

Recommendation 7: Develop/adapt a more competency-based curriculum, especially in the Trades.

Recommendations in the area of ADMINISTRATION:

Recommendation 8: "Legitimize" the support position for handicapped students by putting it on "hard money."

Recommendation 9: Charge some unit within HCC with the responsibility for providing handicapped services; provide it with the necessary resources; and hold it accountable for providing the services.

II. INTRODUCTION

In this section, the purpose and methods of the study are given, and the organization of the report is described.

PURPOSE

The main purpose of the needs assessment project described here is to determine what areas of improvement are necessary to ensure the full participation of handicapped students at Hawaii Community College, and in particular, in its vocational education programs. Specific goals are to obtain information necessary to identify specific needs, and to provide supportive data and information for securing future federal, state,or other funding of vocational education programs, support services, or related activities for handicapped individuals.

METHOD

To achieve the goals and purpose described above, specific assessment questions were derived for each of four relevant populations: HCC faculty; handicapped students at HCC; Big Island employers of the handicapped; and Big Island agencies serving the handicapped.[1] Instruments and procedures were designed to assess each group[2]; and the groups were sampled and surveyed. The resulting data were summarized and analyzed. Conclusions were drawn and recommendations made. An overall summary was written as this report.

ORGANIZATION

This report is organized around its four databases; i.e. each database is described separately, in a separate chapter. In Chapter III, the Faculty Questionnaire, for instance, a listing of the faculty data is given, the sample, procedures, and questionnaire are described; the findings are presented and analyzed; and a summary of findings is given. Similar presentations are made of the handicapped student, employer and service agency data in Chapters IV, V, and VI, respectively. Conclusions are presented, again by database, in Chapter VII; and in Chapter IX, specific recommendations are made.

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[1] The forty-six assessment questions that resulted are listed, by target population, in Figure 1, below.

[2] A copy of each instrument is found in Appendices A thru C.

Figure 1

OVERVIEW OF ASSESSMENT QUESTIONS

The outcomes of this report include specific answers to the following "questions of assessment":

FACULTY DATABASE

Faculty teaching handicapped students

		Findings on page
F-1	How many persons were on the HCC faculty (and in the sample) in Fall 1985?	13
F-2	How many faculty were from the various majors/ departments? (i.e. major programs)?	13
F-3	How many handicapped students have the sampled faculty taught (in the last two years)?	15
F-4	How many handicapped students have the sampled faculty taught, by type of handicap?	17
F-5	In what programs were most (fewest) handicapped students taught?	17
F-6	In what programs were most (fewest) handicapped students taught, by type of handicap?	17

Faculty concerns about teaching handicapped students

F-7	What were the major concerns about teaching handicapped students among sampled faculty?	19
F-8	What were the major concerns about teaching handicapped students by program affiliation?	19
F-9	What "specific" problems did they have teaching handicapped students?	20
F-10	What types of assistance are needed for teaching handicapped students at HCC?	21
F-11	What other suggestions did the faculty have for improving services to handicapped students at HCC?	22
F-12	What other related comments did the faculty have?	22

Figure 1
ASSESSMENT QUESTIONS...

HANDICAPPED STUDENT DATABASE

Numbers and types of handicap

		Findings on page
S-1	What are the demographic characteristics of the handicapped students at HCC? in this sample?	37
S-2	What are the demographic characteristics associated with the various handicapping conditions?	37

Knowledge and Use of Student Services

		Findings on page
S-3	To what extent did the handicapped students sampled know about/use the various services available to students at HCC?	39
S-4	To what extent did knowledge and use of student services at HCC vary by type of handicap for the students in this sample?	39

Type and Extent of Problems

		Findings on page
S-5	To what extent did this sample of handicapped students report having physical access problems at HCC?	41
S-6	To what extent did respondents with different types of handicapping conditions report different levels of physical access problems at HCC?	41
S-7	To what extent did this sample of handicapped students report having classroom instruction problems at HCC?	43
S-8	To what extent did respondents with different types of handicapping conditions report different levels of classroom instruction problems at HCC?	43
S-9	To what extent did this sample report having social activity problems at HCC?	45
S-10	To what extent did respondents with different types of handicapping conditions report different levels of social activity problems at HCC?	45
S-11	To what extent did this sample report having counseling related problems at HCC?	47
S-12	To what extent did respondents with different types of handicapping conditions report different levels of counseling related problems at HCC?	47
S-13	To what extent did this sample report having selected (i.e. some combination) of problems at HCC?	49
S-14	To what extent did respondents with different types of handicapping conditions report different levels of selected problems, overall?	49

Figure 1
ASSESSMENT QUESTIONS...

EMPLOYER DATABASE

		Findings on page
Employers who hire handicapped		
E-1	What were the characteristics of the employers in this sample?	55
E-2	What types of handicapped persons were employed by the employers in this sample?	57
E-3	What types of handicapped persons were employed by present vs former employers?	57
E-4	For what types of jobs were handicapped persons hired by the employers in this sample?	59
E-5	For what types of jobs were workers with various types of handicapping conditions hired?	59
Employer ratings of handicapped workers		
E-6	How did the employers in this sample rate their handicapped workers?	61
E-7	How did the employers in this sample rate their workers with different types of handicaps?	61
Employer willingness to hire additional handicapped workers		
E-8	To what extent would employers be willing to hire additional handicapped workers "if specific on-the-job training were provided at no cost to them"?	63
E-9	To what extent would employers be willing to hire additional workers with specified handicaps "if specific on-the-job training were provided at no cost to them?	63
Employer questions/comments		
E-10	What sorts of questions did employers have to ask about HCC? the interview?.	65
E-11	What sorts of positive comments were made?	65
E-12	What sorts of more critical comments were made?	65
Employer-Agency Relationships		
E-13	With which Big Island Agencies serving handicapped do the employers work with most closely?	67

Figure 1
ASSESSMENT QUESTIONS...

AGENCY DATABASE

		Findings on page
Agency characteristics		
A-1	What are some characteristics of the agencies interviewed? (size, type of handicap served, type of services provided, etc.)	73
Job Training/Placement		
A-2	What types of job training are provided for handicapped persons on the Big Island?	75
A-4	What types of placement problems were faced by these agencies? (Finding opportunities? Making initial placements? Maintaining placements?)	77
Agency-HCC Relationships		
A-5	How does/might Hawaii Community College's Student Services Division relate to these agencies?	79
A-6	How do/might these agencies relate to HCC?	79
Agency Identified Needs		
A-7	What pressing needs were identified by the agencies interviewed?	79

III FACULTY QUESTIONNAIRES

In this section, a listing of faculty questionnaire data concerning handicapped students at HCC is given, the sample of faculty respondents is described, as are the procedures and instrument used, and the findings that resulted. A summary is also given.

Listing of Faculty Data

		Page
Table F-1:	Frequency and Percentage of HCC Faculty in Population and Sample by Major Program Affiliation	13
Table F-2:	Number and Percentage of HCC Faculty Sample Teaching Various Numbers of Handicapped Students (1983-85)	15
Table F-3:	Number and Percentage of Handicapped Students Taught by HCC Faculty Sample (1983-85) by Type of Student Handicap and Program Area	17
Table F-4:	Some General Concerns About Teaching Handicapped Students at HCC by Major Program Affiliation of Faculty Respondent	19
Table F-5:	Some Specific Problem Teaching Handicapped Students at HCC by Student Handicap and Major Program Affiliation of Faculty Respondent	20
Table F-6:	Some Types of Assistance Needed for Teaching Handicapped Students at HCC by Student Handicap and Program Affiliation of Faculty Respondent	21
Table F-7:	Comments/Suggestions for Improving Services to Handicapped Students at HCC by Major Program Affiliation of Faculty Respondent	22
Table F-8:	Selected Teaching and Job Placement Data for the Trade and Industry Faculty Sampled	29

Faculty Sample

The number and percentage of Faculty in the HCC population and sample are given in Table F-1. In Table F-1, we see that 54 of the 73 HCC faculty members responded to the questionnaire, for an overall response rate of 74%. Of the 54 respondents, 40% (N = 21) were from the General Education faculty (e.g. Humanities, Social Science, etc.); a third (N = 18) were from the Trade and Industry faculty; slightly less than 20% (N = 10) were from the Business faculty; and about 10% (N = 5) came from Other Schools/Departments (3 were from the Nursing School).

Procedures

The above sample was secured as follows: Hawaii Community College Provost Mitsugu Sumada informed Division Heads of the study of services for handicapped students, of its importance, and of the need to obtain questionnaire data from faculty members. The evaluator was invited to a meeting at which the study was on the agenda. The evaluator explained the purpose and format of the questionnaire and answered practical and procedural questions. The various department heads in turn distributed/collected faculty questionnaire data in their respective departments. The Provost took a personal interest in collecting the survey forms and returning them to the evaluator.

The Faculty Questionnaire

The Faculty Questionnaire on Services to Handicapped Students at HCC may be found on pages 93 - 94. The questionnaire solicits four types of information:

- The Faculty Members Program Affiliation
- His/Her General Concerns About Teaching Handicapped Students
- His/Her Suggestions for Improving Services to Handicapped Students
- His/Her Experiences Teaching Handicapped Students at HCC, e.g.
  - Type/severity of students' handicap
  - Numbers taught in last two years
  - Major problems
  - Type(s) of assistance needed
  - Number of handicapped students placed on jobs (directly/indirectly)

Findings

The information provided on the Faculty Questionnaire was summarized and partitioned into several tables, each focusing on a different aspect of faculty response/concern for handicapped students. These tables, listed above on page 11 will now be presented, along with a brief narrative for each.

Table F-1

Frequency and Percentage of HCC Faculty in Population and Sample
By Major Program Affiliation

	HCC FACULTY (Fall 1985)			
	Total		SAMPLE	
PROGRAM AFFILIATION	#	%	%	#
GENERAL EDUCATION				
Humanities (Arts, Lit., Lang.)	10	14%	20.4%	11
Social Sciences (Hist., Ag., Econ., etc.)	4	6%	13.0%	7
Natural Science (Bio., Chem., etc.)	6	8%	5.6%	3
Total	20	28%	39.0%	21
TRADE AND INDUSTRY				
Agriculture	3	4%	5.6%	3
Auto Body Repair	2	3%	1.9%	1
Automotive Mech.	2	3%	1.9%	1
Carpentry	2	3%	1.9%	1
Diesel Mechanics	2	3%	1.9%	1
Drafting/Eng. Aide	2	3%	3.7%	2
Electrical Install.	2	3%	--	-
Electronics Tech.	2	3%	3.7%	2
Fashion Tech.	1	1%	1.9%	1
Food Service	2	3%	5.6%	3
Machine Tech.	2	3%	1.9%	1
Welding/Sheet Metal	2	3%	3.7%	2
Total	24	35%	33.7%	18
BUSINESS				
Accounting	4	6%	3.7%	2
Data Processing	1	1%	5.6%	3
General Clerical	2	3%	5.6%	3
Sales & Marketing	2	3%	3.7%	2
Secretarial Science	5	7%	--	-
Total	14	20%	18.6%	10
OTHER				
Criminal Justice	1	1%	--	-
Fire Science	-	--	--	-
Nursing	7	10%	5.6%	3
Other	5	7%	3.7%	2
Total	13	18%	9.3%	5
TOTAL	71	101%	100.6%	54

Handicapped Students Taught

How many handicapped students do the sampled faculty teach?

The data in Table F-2 indicates that within this sample, a little more than forty percent (42.6%) of the faculty said they taught no handicapped students at all in the last two years; about 35% said they taught 1 to 4, about 17% said they taught 5 to 9, and about 6% said they taught 10 or more handicapped students in the last two years. Note that Business faculty respondents were least likely to teach "no handicapped students" and both Trade and Industry and Humanities respondents were more likely to report teaching 5 to 9. The small numbers upon which these percentages are based, of course, makes them rather unstable, i.e. better suited for hypotheses than conclusions.

Table F-2

Number and Percentage of HCC Faculty Sample Teaching Various Numbers of Handicapped Students (1983-85)

No. of Handicapped Students Taught in Last Two Years	PROGRAM AREA											
	Trade/Industry		Business		Social Science		Humanities		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
None	9	50.0%	2	20.0%	4	40.0%	4	36.4%	4	80.0%	23	42.6%
1 - 4	3	16.7%	8	80.0%	4	40.0%	3	27.3%	1	20.0%	19	35.2%
5 - 9	5	27.8%	-	-	1	10.0%	3	27.3%	-	-	9	16.7%
10 +	1	5.6%	-	-	1	10.0%	1	9.1%	-	-	3	5.6%
TOTALS	18	100.1%	10	100.0%	10	100.0%	11	100.1%	5	100.0%	54	100.1%

Type of Handicap/Type of Program

How many handicapped students do the sampled Faculty teach, by Type of Handicap?

The data in Table F-3 indicates that of the 181 handicapped students taught by this sample of faculty members, nearly half (88 or 48.6%) had learning disabilities, approximately 30% (51 or 28.2%) were slow learners (MR), and about 10% each were hearing impaired (18 or 9.9%) or physically handicapped (19 or 10.5%). Nearly no visual or other handicap were reported (1% and 2%, respectively).

In what programs were most (fewest handicapped students taught?

In this sample, far more handicapped students were taught by Humanities faculty than by faculty in any of the four other areas, i.e. 99 (or 54.7%) of the handicapped students were taught by humanities faculty; 44 (or 24.3%) were taught by Trade and Industry faculty; 24 (or 13.3%) were taught by Social Science faculty; 12 (or 6.7%) were taught by Business faculty; and 2 (or 1.1%) were taught by faculty from Other Departments. And the rank order changes only slightly when the number of faculty per Program Area is taken into consideration; i.e. the Humanities faculty in this sample taught 9.0 handicapped students per faculty member, while both the Trade and Industry and Social Science faculty taught an average of 2.4 handicapped student per faculty member, the Business faculty taught 1.2 handicapped student each, and the other faculty members taught 0.4 handicapped student, on the average.

In what programs were most (fewest) handicapped students taught, by Type of Handicap?

For both the Humanities and Trade and Industry programs, high percentages of their handicapped students had learning disabilities (57% and 48%, respectively); moderate percentages were slow learners (28% and 23%, respectively); and lower percentages were hearing impaired (9% and 14%, respectively); and physically handicapped (3% and 14%, respectively). The Business faculty reported a high percentage of physical handicap (40%) and a low percentage learning disabilities (0%), while the highest percentage of slow learners (42%) and the lowest percentage of hearing impaired (0%) were reported by the Social Science faculty in the sample.

Table F-3

Number and Percentage of Handicapped Students Taught by HCC Faculty Sample (1983-85)
By Type of Student Handicap and Program Area

PROGRAM AREA

Type of Student Handicaps	Trade/Industry		Business		Social Sciences		Humanities		Other		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Physical Handicap	6	13.6%	5	41.6%	3	12.5%	3	3.0%	2	100%	19	10.5%
Slow Learner (MR)	10	22.7%	3	25.0%	10	41.6%	28	28.3%	--	--	51	28.2%
Learning Disabled (LD)	21	47.8%	--	--	11	45.8%	56	56.6%	--	--	88	48.6%
Hearing Impairment	6	13.6%	3	25.0%	--	--	9	9.1%	--	--	18	9.9%
Visual Impairment	--	--	--	--	--	--	2	2.0%	--	--	2	1.1%
Other Handicap	1	2.3%	1	8.3%	--	--	1	1.0%	--	--	3	1.7%
Total Handicapped Students Taught	44	(24.3%)*	12	(6.7%)*	24	(13.3%)*	99	(54.7%)*	2	(1.1%)*	181	100%
Total Faculty in Sample	18		10		10		11		5		54	
Average Number of Handicapped Students Taught per Faculty	2.4		1.2		1.1		9.0		0.4		3.4	

* Percentage of total handicapped students taught (N = 181)

Faculty Concerns About Teaching Handicapped Students

What were the major concerns about teaching handicapped students among sampled Faculty?

The data in Table F-4 indicate that the most frequently endorsed concern about teaching handicapped students was that it "requires too much time, causing you to neglect other students" (21 of the 54 faculty respondents, i.e. 39%). Tied for second major concern was concern about "injury to themselves and others" and "not knowledgeable about appropriate teaching techniques (32% each). Concern least often endorsed were "outside support not appropriate" and "outside support not available" (14% and 7%, respectively).

What were the major concerns about teaching handicapped students by program affiliation?

Faculty members sampled from the Trade and Industry Program found "Injury to themselves and others," "Requires too much time...," and "Proper equipment not available" to be their three major concerns (67%, 44%, and 39%, respectively). The Business faculty, however, found "lack of knowledge about appropriate teaching techniques" to be a major concern (60%), followed by "lack of knowledge about newer techniques" (50%), and "the too much time" requirement (40%). The Humanities faculty in the sample expressed the same three concerns as the Business faculty, but ranked all three the same (36%). The Social Science faculty felt also that "too much time" was required (30%), and that they lacked knowledge about appropriate teaching techniques (20%). They were the only groups, however, to indicate that "outside support was not available." Three of the 10 social science faculty made this response.

Table F-4

General Concerns About Teaching Handicapped Persons By Program Affiliation of Faculty Respondents

PROGRAM AFFILIATION OF FACULTY RESPONDENTS

General Concerns About Teaching Handicapped Persons	Trade/Industry (N = 18)		Business (N = 10)		Social Sciences (N = 10)		Humanities (N = 11)		Other (N = 5)		TOTAL (N = 54)	
	N	%	N	%	N	%	N	%	N	%	N	%
A. Injury to themselves and others	12	$\boxed{66.7\%}$	1	10.0%	--	--	2	18.2%	2	$\boxed{40.0\%}$	17	$\boxed{31.5\%}$
B. Require too much time, causing to neglect other students	8	$\boxed{44.4\%}$	4	$\boxed{40.0\%}$	3	$\boxed{30.0\%}$	4	$\boxed{36.4\%}$	2	$\boxed{40.0\%}$	21	$\boxed{38.9\%}$
C. Not knowledgeable about appropriate teaching techniques	3	16.7%	6	$\boxed{60.0\%}$	2	$\boxed{20.0\%}$	4	$\boxed{36.4\%}$	2	$\boxed{40.0\%}$	17	$\boxed{31.5\%}$
D. Not knowledgeable about newer teaching techniques	2	11.1%	5	$\boxed{50.0\%}$	1	10.0%	4	$\boxed{36.4\%}$	1	20.0%	13	24.1%
E. Proper equipment not available	7	$\boxed{38.9\%}$	1	10.0%	1	10.0%	2	18.2%	1	20.0%	12	22.2%
F. Physical enviornment needs modification	6	33.3%	1	10.0%	1	10.0%	2	18.2%	--	--	10	18.5%
G. Outside support not available	2	11.1%	1	10.0%	3	$\boxed{30.0\%}$	2	18.2%	--	--	8	14.8%
H. Outside support not appropriate	2	11.1%	--	--	1	10.0%	1	9.1%	--	--	4	7.4%
I. Other concerns	1	5.6%	2	20.0%	2	20.0%	1	9.1%	2	$\boxed{40.0\%}$	8	14.8%

* The three most prevalent concerns (i.e. three highest percentages) are $\boxed{\text{boxed}}$ for each Program Affiliation.

Table F-5

Some Problems Teaching Handicapped Students at HCC
By Student Handicap and Program Affiliation of Faculty Respondent

PROGRAM AFFILIATION OF FACULTY	TYPE OF STUDENT HANDICAP			
	Physical Handicap	Slow Learner (MR)	Learning Disabled (LD)	Hearing Impaired
Trade/Industry	- Difficulty using tools - Can't complete all stations - Able to perform on sit-down stations mostly - No problem (N = 4)	- Getting them to understand lecture material - Very slow - Unable to comprehend basic words - Unable to follow directions - Dropped out when given homework to keep up with class (N = 3)	- Need extra time to take test - Lot slower performance and hand skills (2) - Classroom paperwork/lab slower - Disruptions to other students due to added demands from these students - No problem; maybe takes me longer to prepare for class (N = 4)	- Incomplete on all stations - Communication/directions problems (2) - Performance limited to select stations - One interpreter became opinionated about lecture material to the point of alienating the the students (N = 2)
Business	- Time - Mobility - Unmotivated (2) - Poor attendance - No other program within their limits	- Refused help (3) - Can't keep up - Problem relating to other students - Almost all courses had to be repeated - Low reading comprehension - Difficulty with concepts - Unrealistic occupational goals (N = 3)	N/A	- Poor attendance (N = 1)
Social Science	- Need assistance for mobility; especially for exams - Slow in oral expression due to handicap; basically bright and capable (N = 1)	- Time they need - Frustration they experience - New timely diagnosis - Poor speaking coordination (No big problem) (N = 3)	- Time they need - Frustration they experience - Reading selections - Problem in taking formal exams; disability too severe for written expression; Good oral class presentation, however. (N = 3)	N/A
Humanities	- Could not read at all - Physical handicap no problem (N = 2)	- Lack common experience - Can't relate to book-related discussion - Unfitten even for remedial classes - Psycholotical damage of continued inability to perform required tasks - Inadequate training - Time - Lack instructional materials - Lack support personnel - How to deal with enrolled student who do not benefit from being in class - Student couldn't think well enough (N = 5)	- Can't get timely identification - Can't get complete diagnosis - Severe spelling problem - Inadequate training - Not enough time - Lack instructional materials - Lack support personnel - How to deal with enrolled students who do not benefit from being in class (N = 4)	- Student lacks study skills; depends too much on tutors (N = 1)

Table F-6

Type of Assistance Needed for Teaching Handicapped Students at HCC
By Student Handicap and Program Affiliation of Faculty Respondents

PROGRAM AFFILIATION OF FACULTY	TYPE OF STUDENT HANDICAP Physical Handicap	 Slow Learner (MR)	 Learning Disabled (LD)	 Hearing Impaired
Trade/Industry	- Need more time for student - Provide prosthesis before entering program (2) (N = 3)	- Have student complete remedial work before entering major (N = 1)	- Complete related courses before entering program (2) (N = 3)	- Better qualified tutors/ interpreters (2) (N = 2)
Business	- Teach teachers - Special equipment (one-handed typewriter) - Counseling (N = 3)	- Make instructor aware of problem at beginning of semester - Counseling - Career counseling (N = 3)	N/A	- Need interpreters, especially for new lesson (N = 1)
Social Science	- Need help with physical mobility (N = 1)	- Need someone to test/ diagnose/prescribe treatment - Don't belong at low level; too frustrating for them (N = 2)	- Don't belong at low level; too frustrating - Special classes for reading (N = 2)	N/A
Humanities	- Need individual tutor (N = 1)	- Need specific diagnoses/ specific strategies - Need additional professional training - Need trained support staff - More instructional time - Instructional materials and equipment for target groups - Tutors to sit aside and work on basics - Students should not have taken writing (N = 4)	- A qualified diagnostician - Specific program for overcoming dyslexia - Additional professional training - Added trained support staff - More instructional time - Instructional materials and equipment designed for target groups - Tutors to sit aside and work with students on basics (N = 3)	- Have tutor work on basics (N = 1)

Table F-7

Comments/Suggestions for Improving Services to Handicapped Students at HCC By Major Program Affiliation of Faculty Respondent

Page 1

Faculty Program Affiliation	SUGGESTIONS	COMMENTS
Trade and Industry	- We should be notified of the type of handicap the student has before he is enrolled in the program. - Have seminars for faculty in understanding the variety of special problems and how they may be better enabled to assist (2) - Have an "ombudsman" type position. - The caliber of new incoming students has declined in recent years and we had to find ways to accomodate them without lowering the program standards. - Identify the students prior to enrollment in major. - Develop remedial programs specifically for Voc. Ed. Trade and Industry. - Establish minimum exit criteria accountable to all Trade and Industry Programs.	- It will be very dangerous in our program (Auto Mechanics) because we are handling equipment and operating vehicles. - Concerned whether industry will hire handicapped individual. - I would like to work more closely with the handicapped student's advisor. - I find their advisor to be very helpful and by working closely together with her, perhaps I can improve my program. - I have no experience teaching handicapped students. - Some interpreters forget their purpose in the lectures and become unwelcome participants.

Table F-7

Comments and Suggestions...

Page 2

Faculty Program Affiliation	SUGGESTIONS	COMMENTS
Business	- Students need more educational and vocational counseling; one counselor is not enough. - There should be some mechanism to insure that the student gets appropriate counseling, e.g. the academic advisor or instructor should be able to request counseling as condition for enrollment in certain courses. - Additional counselors and teachers who can prepare or assist these students to be ready for the regular curriculum may add to the successful completion of the courses. - Faculty should have some information on handicapped students in class; Faculty may not know of the learning impairment. - Handicapped students may need more time taking exams or doing other assignments.	- The problem is mainstreaming the "slow learners" and/or learning disabled when not appropriate. - Handicapped students are sometimes placed into programs which seemingly offer the least resistance when more appropriate programs are not offered or available. - I'm involved in computers for handicapped students of HCC...I'm not aware of our HCC students having any particular computer applications to meet their needs...never thought about it before, but I guess I should. - Cannot "force" student to get counseling. - Not aware of available support. - I have no experience in teaching handicapped students (2). - One student turned in a written assignment that, to my surprise, was not coherent English. If learning impairment affects language, I do not know enough about it to deal with it. - Haven't had any student handicapped severely enough to require special program or service.

Table F-7

Comments and Suggestions...

Page 3

Faculty Program Affiliation	SUGGESTIONS	COMMENTS
Nursing	- In the School of Nursing we are not presently equipped to teach students with hearing problems, etc. Faculty would need instructor in these areas. - Nursing Admissions Committee, Nursing faculty are not knowledgeable about legal factors...in refusing to accept qualified students with a handicap; more awareness would help (e.g. cases have been brought to court by nursing students...and they have won their right to enter Nursing schools.	- Uppermost in mind is the delivery of safe nursing care to the acutely ill patient. - There is an awareness for need to address this issue with people who are handicapped and want to be - We don't have any handicapped students in the Nursing program--if we did I would worry most about them injuring themselves, or clients that they come in contact with. - The nursing department facilities seem to be adequate for handicapped students, i.e. ramps, etc.
Social Science	- If we admit them, then let's have a program for dealing with them. - Need community involvement. - Need to get fellow students involved. - With a good support system, there can be many beneficial returns for both handicapped and other students.	- The current program in the learning lab for L.D. is the only available assistance I'm aware of. - Problems I've centered more on is the emotionally handicapped, e.g. some Vietnam vets, schizophrenics,...I'm concerned for them personally; they need more support/therapy.

Table F-7

Comments and Suggestions...

Page 4

Faculty Program Affiliation	SUGGESTIONS	COMMENTS
Social Science...		- I am enthusiastic to have handicapped students in my classes. I think they add add a great deal to the classroom, and broaden the understanding of the other students. - (Physical) Access is still a problem, especially when it's wet.
Humanities	- By accepting all students (handicapped, etc.) we imply there is a place for them here on campus. Administratively there is always talk of strong support--but unfortunately it's only talk. Since we speak of support I say let us address the question with personnel and materials to help handicapped students. - Betty Reiner's Vocational Counseling position on soft money is insufficient. - The university must make a commitment. This commitment must be reflected in terms of trained personnel, facilities, equipment, materials, and a master plan. - Some unit within HCC must be charged with the responsibility and be held accountable for providing services.	- When I taught hearing impaired and L.D. students, I did not have available to me outside support. Now, however, we do have support in the Learning Lab. This semester (Fall '85) we have tutors in the lab who are trained to test these handicapped students, and we have funds to hire tutors to work with these students, sometimes to supplement classwork, sometimes to take the place of classwork. I'm writing to see how effective we can be with this program. - No inside support available. - No staff to identify and work with students who are L.D. - I'am unable to answer this question...to my knowledge I have not had any students who were handicapped in my classes.

Table F-7

Comments and Suggestions...

Faculty Program Affiliation	SUGGESTIONS	COMMENTS
Other	- Need appropriate funds to hire needed personnel, e.g. a Learning Disability specialist. - Programs for the Learning Disabled and Mentally Retarded should be instituted.	

Selected Teaching and Job Placement Data for Trade and Industry Faculty

How many handicapped persons were taught by the sampled Trade and Industry Faculty in the last two years?

The data in Table F-8 indicate that among the 18 Trade and Industry faculty who responded to the Faculty Questionnaire on Services to Handicapped Students at HCC, 9 taught handicapped students within the last two years; more specifically, these 9 indicated they taught a total of 37 students, that 4.1 handicapped students per sampled Trade and Industry faculty member who taught handicapped students, or 2.1 handicapped students per Trade and Industry faculty sampled.

How many of the handicapped persons taught by sampled Trade and Industry faculty in the last two years have those faculty placed in a job?

According to the Trade and Industry faculty members who responded to the questionnaire, they provided job placements for 5 of the 37 handicapped students they taught in the last two years. All five placements, however, were reported by one faculty member, and three of these placements were "indirect." It should be noted that a large (unknown) number of these students are still enrolled at HCC.

Table F-8

Selected Teaching and Job Placement Data For the Trade and Industry Faculty Sampled

Teaching Data

24 persons were on the HCC Trade and Industry Faculty in the Fall of 1985.

18 (or 75%) of those faculty members responded to the Handicapped Student Questionnaire

9 of those in the sample indicated they taught one or more handicapped students in the last two years (i.e. 50% of the sample)

37 handicapped students were taught by these 9 faculty members*[1,2], i.e.

- 4.1 handicapped students per faculty member for those who taught handicapped students, and
- 2.1 handicapped students per faculty member for the sample as a whole

Job Placement Data

5 of the 37 handicapped students taught by the Trade and Industry faculty sample were placed in jobs (by the faculty members),

- 2 were placed directly, and
- 3 were placed indirectly

---

1) This figure does not include those students whom the faculty member did not know to be handicapped.

2) The number of these students still enrolled at HCC was not elicited, but in all probability, is quite large.

SUMMARY OF FACULTY OUTCOMES

With three of every four of the HCC faculty (75%) responding to the questionnaire, these findings are likely to generalize fairly well to the faculty as a whole. On the other hand, with small numbers of respondents in many of the categories (e.g. only 10 Business teachers and 10 Social Science teachers) the observed percentages are likely to be somewhat unstable. The analysis will be guided, therefore, more by consistent patterns of responses. Single findings should not be overinterpreted.

How many HCC faculty have taught handicapped students?

Of the 54 HCC faculty sampled, 31 or 57% taught at least one handicapped student in the last two years. Nineteen (35%) taught 1.4 handicapped students, 9 (17%) taught 5-9, and 3 (6%) taught 10 or more; however, 23 (43%) have not taught any handicapped students in the last two years.

Which HCC faculty taught handicapped students?

On the one hand, the highest percentage of the Business faculty taught handicapped students (80%), but on the other hand, more students (5 or more) were taught by the Trade and Industry, the Humanities, and the Social Science faculties.

What types of handicap have they taught?

Learning Disabilities was the predominant handicap taught by the Humanities, Trade and Industry, and Social Science faculty members (57%, 48%, and 46%, respectively; 49% overall). Next most frequently taught were Slow Learners, by Social Science, Humanities, Business, and Trade and Industry faculty members (42%, 28%, 25%, and 23%, respectively; 28% overall). Overall, about 10% taught students with Physical handicaps and with Hearing handicaps; but only about 1% taught with Visual or Other Handicaps.

How many handicapped students were taught by the various faculties?

One hundred and eighty-eight handicapped students were taught by the sampled faculty (in the last two years). Of these, by far the most (99 or 55%) were taught by Humanities faculty, followed by Trade and Industry faculty (with 44, or 24%) and the Social Science faculty (with 13%). Only 21 (about 7%) were taught by Business faculty. (This, in spite of the fact that 80% of the Business faculty sampled taught at least one handicapped student). Phrased another way, the Humanities faculty member taught an average of 9 handicapped students in the last two years, while Trade and Industry faculty members taught an average of 2.4, Social Science faculty members an average of 2.1, and Business faculty members an average of 1.2. Overall, the average number of handicapped students taught by the Sampled faculty in the last two years was 3.4.

What were their (the faculty's) major concerns about teaching handicapped students?

The most frequently endorsed concern mentioned by 21 of the 54 faculty respondents (39%), was that "it requires too much time, causing you to neglect other students." Tied for second most frequently endorsed concern (32% each) were the concerns about "injury to themselves and others" and "not being knowledgeable about appropriate teaching techniques." Concerns least often mentioned were "outside support not approriate" and "outside support not available" (14% and 7%, respectively).

What were the major concerns of the various faculties?

The major concerns of the Trade and Industry faculty sample were: "injury to themselves and others" (67%), "requires too much time" (44%), and "proper equipment not available" (39%). The Business faculty, however, found "lack of knowledge about appropriate teaching techniques" to be a major concern (60%), followed by "lack of knowledge about newer techniques" (50%) and "too much time" (40%). The Humanities faculty chose the same three concerns as the Business faculty, ranking all three the same (36%). The Social Science faculty felt also that "too much time" was required (30%), and that they "lacked knowledge about appropriate techniques" (20%). They were the only group to indicate, however, that "outside support was not available" (30%).

What "specific" problem did they have teaching handicapped students?

Numerous specific problems were mentioned (see Table F-5). Among them: Trade and Industry faculty mentioned "difficulty in using tools" for their physically handicapped students, "inability to comprehend basic words" for the Slow Learners, "extra time needed" for the Learning Disabled, and "Communication/directions problems" for the Hearing Impaired. The Business faculty: "lack of motivation" for their physically handicapped students, the "refusal of help" among their slow learners, and "poor attendance" among their hearing impaired students. Recall from Table F-3 that none of the sampled business faculty reported teaching a learning disabled student in the last two years. Social Science faculty mentioned that their Physically Handicapped students "need assistance for mobility, especially during exams" (they also mentioned that they are basically bright and capable); a specific problem mentioned about their slow learner students was "the frustration they experience;" and they mentioned that among some of their learning disabled students, "the disability was too severe for written expression (e.g. on exams). No sampled Social Science faculty member reported teaching a hearing impaired in the last two years. Humanities faculty mentioned that their physically handicapped students "could not read at all" adding that "the physical handicap was hardly a problem at all;" they were quite concerned, however, about the "psychological damage of continued inability to perform required tasks" among some of their slow learners. Specific problems they mentioned with learning disabled students was the "lack of instructional materials" and the "lack of support personnel." They mentioned that their hearing impaired students "lacked study skills" and "depended too much on their tutors."

What types of assistance are needed for teaching handicapped students at HCC?

Numerous types of assistance were mentioned by the faculty sampled (see Table F-6). Among them: For physically handicapped students, Trade and Industry faculty suggested "prosthesis be provided before entering program"; Business faculty suggested "the teacher be taught how to deal with them"; Social Science faculty indicated "they need help with physical mobility," and Humanities faculty indicated "they need individual tutoring." For Slow Learners, the Trade and Industry faculty suggested they "have students complete remedial work before entering a major"; the Business faculty suggested "the instructor be made aware of the problem at the beginning of the semester"; the Social Science faculty suggested the need for "someone to test/diagnose/prescribe treatment"; and the Humanities faculty suggested "the need for instructional materials and equipment for this target group." For Learning Disabled students, Trade and Industry faculty suggested that "vocational remedial courses be instituted to bring these students to class level"; Social Science faculty suggested a "qualified diagnostician" was needed. For Hearing Impaired students, Trade and Industry faculty suggested better qualified tutors/interpreters; Business faculty pointed to the need for interpreters especially for new learners; and Humanities faculty suggested the need for tutors to work in "the basics."

What other suggestions did the faculty have for improving services for the handicapped students at HCC?

Many suggestions were given (see Table F-7). Below are summarized a sample of the suggestions, selected by the evaluator to be the most representative/important. Members of the Trade and Industry faculty suggested: the caliber of new incoming students has declined in recent years, and we need to find ways to accomodate them without lowering the program standards." "Develop remedial programs specifically for Voc Ed. Trade and Industry"; and "Have an 'ombudsman' type position." The Business faculty suggested: "Students need more education and vocational counseling; one counselor is not enough;"and "Additional counselors and teachers who can prepare or assist these students to be ready for the regular curriculum may add to the successful completion of the courses." The Social Science faculty suggested: "If we admit them, then let's have a program for dealing with them;" we "need community involvement;" and we need "a good support system." The Humanities faculty suggested: "By accepting all students (handicapped, etc.) we imply there is a place for them here on campus." "Administratively there is always talk of strong support, but unfortunately it's only talk." Betty Reiner's vocational counseling position on soft money (emphasis added) is insufficient." The Nursing faculty members suggested: "We are not presently equipped to teach students with hearing problems, etc." "Faculty would need instruction in these areas;" "Nursing Admissions Committee, Nursing faculty, etc. are not knowledgeable about legal factors...in refusing to accept qualified students with a handicap; more awareness would help (e.g. cases have been brought to court by nursing students and they have won their right to enter nursing schools."

What other related comments did the faculty have?

Many comments were made (see Table F-7). A sample, selected by the evaluator for representativeness and importance, is given below: Trade and Industry faculty members commented on the danger to handicapped persons in the Auto Mechanics program, because of the equipment and vehicles with which they would be working; they expressed concern whether industry will hire handicapped individuals, and some expressed concern that they have no experience teaching handicapped students. Business faculty members commented that some had no experience in teaching handicapped students; that slow learners and/or learning disabled students are sometimes (often?) mainstreamed when it's not appropriate; and that no particular computer applications were available at HCC to meet handicapped students' needs. Social Science faculty members commented that the current program in the Learning Lab for learning disabilities seems to be the only available assistance; that some emotionally handicapped students on campus (Vietnam Vets, schizophrenia, etc.) need more help/therapy; and that physical access is still a problem, especially when it's wet. Humanities faculty members commented that there is no inside support available; there is no staff to identify and work with students who are learning disabled; and "when I taught hearing impaired and learning disabled students, I did not have available to me outside support; now, however, we do have support in the Learning Lab." Nursing faculty members commented that we don't have any handicapped students in the Nursing Program...if we did I would worry most about them injuring themselves, or clients that they come into contact with; and that the Nursing department facilities seem to be adequate for handicapped students, i.e. ramps, etc.

IV HANDICAPPED STUDENT INTERVIEWS

In this section, a listing of HCC handicapped student interview data is given, the sample of handicapped student respondents is described, as are the procedures and instrument used, and the findings that resulted. A summary is also given.

Listing of Handicapped Student Data

Page

Table S-1: Frequency and Percentage of HCC Handicapped Students in the Population and Sample, by Handicapping Condition 35

Table S-2: Selected Characteristics of HCC Handicapped Student Sample, by Handicapping Condition and Major Area of Study 37

Table S-3: Knowledge and Use of Student Services Among HCC Handicapped Student Sample, by Handicapping Condition and Major Area of Study 39

Table S-4: Extent of Physical Access Problems Among HCC Handicapped Student Sample, by Handicapping Condition 41

Table S-5: Extent of Classroom Instruction Problems Among HCC Handicapped Student Sample, by Handicapping Condition 43

Table S-6: Extent of Social Activity Problems Among HCC Handicapped Student Sample, by Handicapping Condition 45

Table S-7: Extent of Counseling Related Problems Among HCC Handicapped Student Sample, by Handicapping Condition 47

Table S-8: Extent of Selected Problems (Combined) Among HCC Handicapped Student Sample, by Handicapping Condition 49

Handicapped Student Sample

The numbers and percentages of handicapped persons in the HCC student population and in the study sample are given in Table S-1. In Table S-1, we see that 25 of the 46 handicapped students responded to the interview/questionnaire instrument, a 54% response rate. Note too that the sample and population response rates are similar for most handicapping condition, e.g. 4% for the Blind/Partially Sighted Sample vs 6.4% for their population; 8% for the Learning Disabled Sample vs 6.4% for their population; 4% for the Slow Learners/MR Sample vs 4.3% for their population; and 40% of the Physically Disabled Sample vs 37.3% for their population. Only the Deaf/Hard of Hearing were overrepresented in the sample (16% vs 6.4%) and only the "Other Handicap" were underrepresented (12%, 28% including those who did not report their handicap, vs 39.2%).

It is clear, then, that the predominant handicap among HCC students is a Physical Handicap. It is clear also that this sample is fairly representative.

Procedures

The above sample was secured as follows: HCC Counselor for the Handicapped and Disadvantaged, Elizabeth Reiner contacted the forty-six handicapped students on file at the Counseling Center, informing them of the study and asking them to be at one of two locations on campus to respond to a brief interview. Follow-ups were mad (sometimes several) to make contact, to remind, to arrange transportation, etc. All interviews were conducted by the author. Before lunch the interviews were held in the counseling office on the lower campus, and after lunch in the main library, upper campus. In several cases, where several students showed up at the same time and where the handicap was not severe, the students completed the form as a questionnaire rather than on an interview. Two students who could not make it to campus on interview day, also completed the form as a questionnaire.

The Handicapped Student Interview Form

The Handicapped Student Interview Form is given on pages 95 - 96 . It elicits the following types of information:

- Major area of study
- Background information such as age, sex, and handicap
- Knowledge and use of various student services at HCC
- Future plans for education/work/etc.
- Types and extent of various types of school related problems at HCC

Findings

The information provided on the Handicapped Student Interview Form was summarized and partioned into several tables. These tables listed above on page 33, will now be presented, along with a brief narrative for each.

Table S-1

Frequency and Percentage of HCC Handicapped Student in the Population and Sample By Handicapping Condition

	HCC HANDICAPPED STUDENTS (FALL 1985)			
	TOTAL		SAMPLE	
HANDICAPPING CONDITION	#	%	%	#
Blind/Partially Sighted	3	6.4%	4.0%	1
Deaf/Hard of Hearing	3	6.4%	16.0%	4
Learning Disabilities	3	6.4%	8.0%	2
Slow Learners/MR	2	4.3%	4.0%	1
Physically Disabled	17	37.3%	40.0%	10
Other	18	39.2%	12.0%	3
None	-	-	10.0%	4
TOTAL	46	100.0%	100.0%	25

Characteristics of Sample

What are the general characteristics of this sample of HCC handicapped students?

About equal proportions are male and female (44% vs 52%); about equal proportions are 1st and 2nd year students (40% vs 52%), and about equal proportions are in their upper teens (18 and 19 yrs.) and 20's (24% vs. 28%). About a third of the sample, however, are in their 30's (36%) and about 10% are in their 40's. High proportion of this sample plan to work (72%) and to continue their education (76%). A high proportion, in fact, plans to do both (64%). As indicated above (Table S-1), by far the largest proportion of this sample had physical handicaps, a proportion almost identical to the population figure (36%).

What are the general characteristics associated with the various handicapping conditions?

Physical Handicap. Slightly more male than female in this sample have physical handicaps (60% vs 40%); appreciably more of the students with physical handicaps are second rather than first year students (70% vs 20%), and appreciably more are older, than students with hearing impairments at least (i.e. 50% of the students with physical handicaps are in their 30's and 40's, while no hearing impaired student is over 29 years of age, most in fact, (75%) are 18 or 19 years of age. A high percentage of students with physical handicaps plan on working (80%), and a similarly high percentage (80%) plan to continue their education; 50% plan to do both.

Hearing Impairment. The sampled students with hearing impairments tended to be female (75%), evenly divided between 1st and 2nd year students (50%) each); and in their teens (75% were 18 or 19 years of age). High percentages reported intending to work (73%) and to go to school (73%). It should be noted that with only four hearing impaired students in the sample, these percentages are quite unstable.

What are the general characteristics associated with the major areas of study for this sample?

General Education Majors. Among the General Education majors, about half were male (55%); nearly two-thirds (64%) were second year students; and nearly half (46%) were 20-29 years of age. Ninety-one percent (91%) of them intended to continue their education, and 64% indicated they intended to both work and continue their education. Over half the General Education majors in the sample had physical handicaps (55%) and about a quarter (27%) were hearing impaired.

Trade/Industry Majors. Among the five Trade/Industry majors, three were male and two were female; four of the five were first year students; two were in their teens and three were 30 years of age or older; all five planned to work and only one planned to continue his/her education. Two of the Trade/Industry majors were physically handicapped, none were hearing impaired and one each were learning disabled, a slow learner, and otherwise handicapped.

Business Majors. Among the five Business majors, 3 were female, 3 were second year students, and 4 were under forty. Four of the five planned to continue their education and three of the five planned to work. Two of the five were physically handicapped, one was hearing impaired and two did not specify their handicap.

Table S-2

Selected Characteristics of HCC Handicapped Student Sample By Handicapping Condition and Major Area cf Study

Selected Characteristics of Student Sample	Handicapping Condition								MAJOR AREA OF STUDY							
	Physical (10)		Hearing (4)		Other/Unknown (11)		TOTAL (21)		General Ed (11)		Trade/Industry (5)		Business (5)		Other (4)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SEX																
Male	6	60.0%	1	25.0%	4	36.4%	11	44.0%	6	54.5%	3	60.0%	1	20.0%	1	25.0%
Female	4	40.0%	3	75.0%	6	54.5%	13	52.0%	5	45.5%	2	40.0%	3	60.0%	3	75.0%
No response	-	-	-	-	1	9.1%	1	4.0%	-	-	-	-	1	20.0%	-	-
YEAR OF SCHOOL																
First	2	20.0%	2	50.0%	6	54.5%	10	40.0%	3	27.3%	4	80.0%	1	20.0%	2	50.0%
Second	7	70.0%	2	50.0%	4	36.4%	13	52.0%	7	63.6%	1	20.0%	3	60.0%	2	50.0%
No Response	1	10.0%	-	-	1	9.1%	2	8.0%	1	9.1%	-	-	1	20.0%	-	-
AGE																
18-19 yrs.	1	10.0%	3	75.0%	2	18.2%	6	24.0%	2	18.2%	2	40.0%	2	40.0%	-	-
20-29 yrs.	4	40.0%	1	25.0%	2	18.2%	7	28.0%	5	45.5%	-	-	2	40.0%	-	-
30-39 yrs.	3	30.0%	-	-	6	54.5%	9	36.0%	3	27.3%	2	40.0%	1	20.0%	3	75.0%
40-49 yrs.	2	20.0%	-	-	1	9.1%	3	12.0%	1	9.1%	1	20.0%	-	-	1	25.0%
PLANS																
Work	8	80.0%	2	50.0%	8	72.7%	18	72.0%	7	63.6%	5	100.0%	3	60.0%	3	75.0%
School	8	80.0%	3	75.0%	8	72.7%	19	76.0%	10	90.9%	1	20.0%	4	80.0%	4	100.0%
Both	5	50.0%	2	50.0%	7	63.6%	14	63.6%	7	63.6%	1	20.0%	3	60.0%	3	75.0%
HANDICAP																
Physical	10	100.0%	-	-	-	-	10	35.7%	6	54.5%	2	40.0%	2	40.0%	-	-
Hearing	-	-	4	100.0%	-	-	4	16.0%	3	27.3%	-	-	1	20.0%	-	-
Visual	-	-	-	-	1	9.1%	1	4.0%	1	9.1%	-	-	-	-	-	-
L.D.*	-	-	-	-	2	18.2%	2	8.0%	-	-	1	20.0%	-	-	1	25.0%
M.R.**	-	-	-	-	1	9.1%	1	4.0%	-	-	1	20.0%	-	-	-	-
Other	-	-	-	-	3	27.3%	3	12.0%	1	9.1%	1	20.0%	-	-	1	25.0%
No Response	-	-	-	-	4	36.4%	4	16.0%	-	-	-	-	2	40.0%	2	50.0%

* Learning Disability
** Mental Retardation

Knowledge/Use of Services

To what extent did the handicapped students sampled know about/use the various services available to students at HCC?

The data in Table 5-3 indicate that 92% of the handicapped students in the sample knew about the counseling services and 72% used them; 92% knew about the Financial Aid service and 52% used it; 44% knew about the Business Lab and 16% used it; 96% knew about the Learning Lab and 76% used it; 72% knew about the Health Service and 24% used them, and 60% knew about the Housing Service and 8% used it.

To what extent did knowledge and use of student services at HCC vary by type of handicap for the students in this sample?

Counseling. Neither knowledge nor use of the Counseling Service seems to differ much by student handicap, i.e. physical, hearing or other, with 75% to 100% knowing about the service and 60% to 82% using it.

Financial Aid. Seventy-five to 91% of the students with the various handicapping conditions knew about the service, and 40% to 64% used it.

Business Lab. Here there were some differences. Only 25% of the hearing impaired students (i.e. one) knew of the the business lab vs 40% and 55% of the physically handicapped and otherwise handicapped students, respectively.

Learning Lab. High percentages of all 3 handicapped groups both knew about the Learning Lab (91% to 100%) and used it (75% to 90%). Overall, all the handicapped groups knew and used this service most.

Health Service. Fifty to eighty-two percent of the various handicapped knew about the health service at HCC, and 10% to 30% used it.

Housing. From fifty to seventy-three percent of the students with various types of handicaps knew about the housing service at HCC, but only 0% and 10% used it, i.e. none of the hearing impaired students, 10% of the physically handicapped students, and 9% of the otherwise handicapped. This was the least used service among the handicapped students in the sample.

To what extent did knowledge and use of student services at HCC vary by Major Area of Study for the students in this sample?

General Education Majors. Most General Education majors tended to *know* about the Counseling Service, Financial Aid, and Learning Lab (91% each); and least knew about the Business Lab (36%). Most *used* the Learning Lab and Counseling Service (82% and 73%, respectively), and least used the Business Lab and Housing Service (9% each).

Trade/Industry Majors. Most Trade/Industry Majors tended to *know* about Financial Aid and the Learning Lab (100% knew about each); and least knew about the Business Lab (0%). Most *used* the Counseling Service (80%) and least used the Business Lab, Health Service, and Housing Office (0% each).

Business Majors. Most Business majors tended to *know* about the Counseling Service and the Learning Lab (100% each); and least knew about the Housing Service (60%). About the same percentage (60%) *used* the Counseling Service, the Business Lab, and the Learning Lab, while an appreciably smaller percentage used the Housing Service or Health Service at HCC (0% and 20%, respectively).

Table S-3

Knowledge and Use of Student Services Among HCC Handicapped Student Sample By Handicapping Condition and Major Area of Study

STUDENT SERVICES	HANDICAPPING CONDITION							
	Physical (10)		Hearing (4)		Other/Unknown (11)		TOTAL (25)	
	N	%	N	%	N	%	N	%
Counseling								
Knowledge	9	90.0%	3	75.0%	11	100.0%	23	92.0%
Use	6	60.0%	3	75.0%	9	81.8%	18	72.0%
Financial Aid								
Knowledge	9	90.0%	3	75.0%	10	90.9%	23	92.0%
Use	4	40.0%	2	50.0%	7	63.6%	13	52.0%
Business Lab								
Knowledge	4	40.0%	1	25.0%	6	54.5%	11	44.0%
Use	3	30.0%	-	-	1	9.1%	4	16.0%
Learning Lab								
Knowledge	10	100.0%	4	100.0%	10	90.9%	24	96.0%
Use	9	90.0%	3	75.0%	7	63.6%	19	76.0%
Health Service								
Knowledge	7	70.0%	2	50.0%	9	81.8%	18	72.0%
Use	3	30.0%	1	25.0%	2	18.2%	6	24.0%
Housing								
Knowledge	5	50.0%	2	50.0%	8	72.7%	15	60.0%
Use	1	10.0%	-	-	1	9.1%	2	8.0%

Physical Access Problems

To what extent did this sample of handicapped students report having physical access problems at HCC?

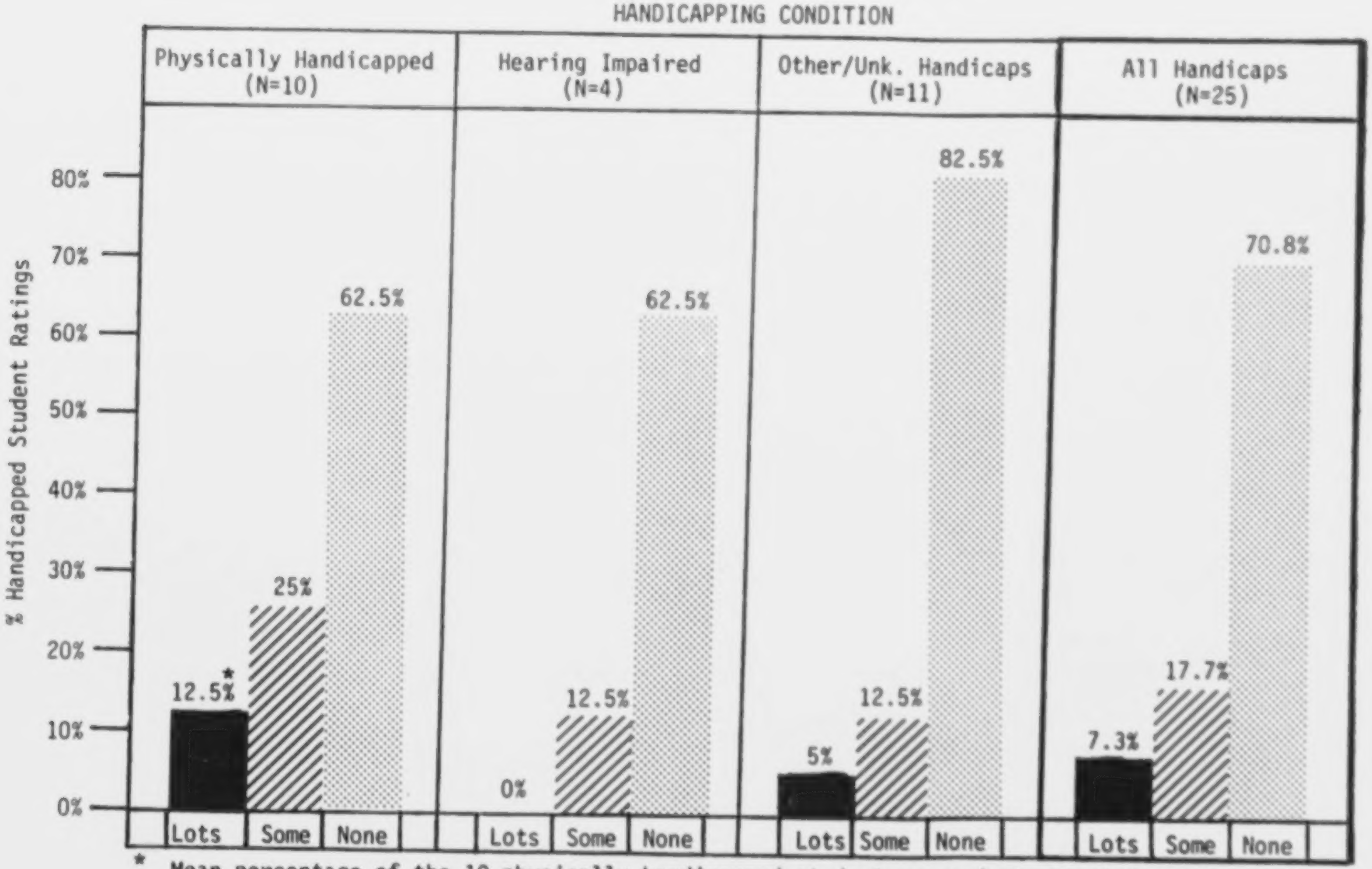
In the last section of Table S-4, we see that 71% of the handicapped student ratings indicated no problem of physical access; 18% reported some problems; and only 7% reported that they had "lots of physical access problems."

To what extent did respondents with different types of handicapping conditions report different levels of physical access problems at HCC?

In the first three sections of Table S-4, we see, as might be expected, a higher percentage of Physically Handicapped student ratings than either the Hearing Impaired or otherwise handicapped student ratings, indicating "a lot" of physical access problems (13% vs 0% and 5%, respectively) and "some physical access problems" (25% vs 13% and 13%, respectively). Still, however, 63% of the Physically Handicapped student ratings indicated "no physical access problems."

Table S-4

Extent of Physical Access Problems Among All Handicapped Student Sample, by Handicapping Condition



* Mean percentage of the 10 physically handicapped student respondents who indicated they had "a lot" of the physical access problems mentioned (see Appendix B, p.95).

Classroom Instruction Problems

To what extent did this sample of handicapped students report having classroom instruction problems at HCC?

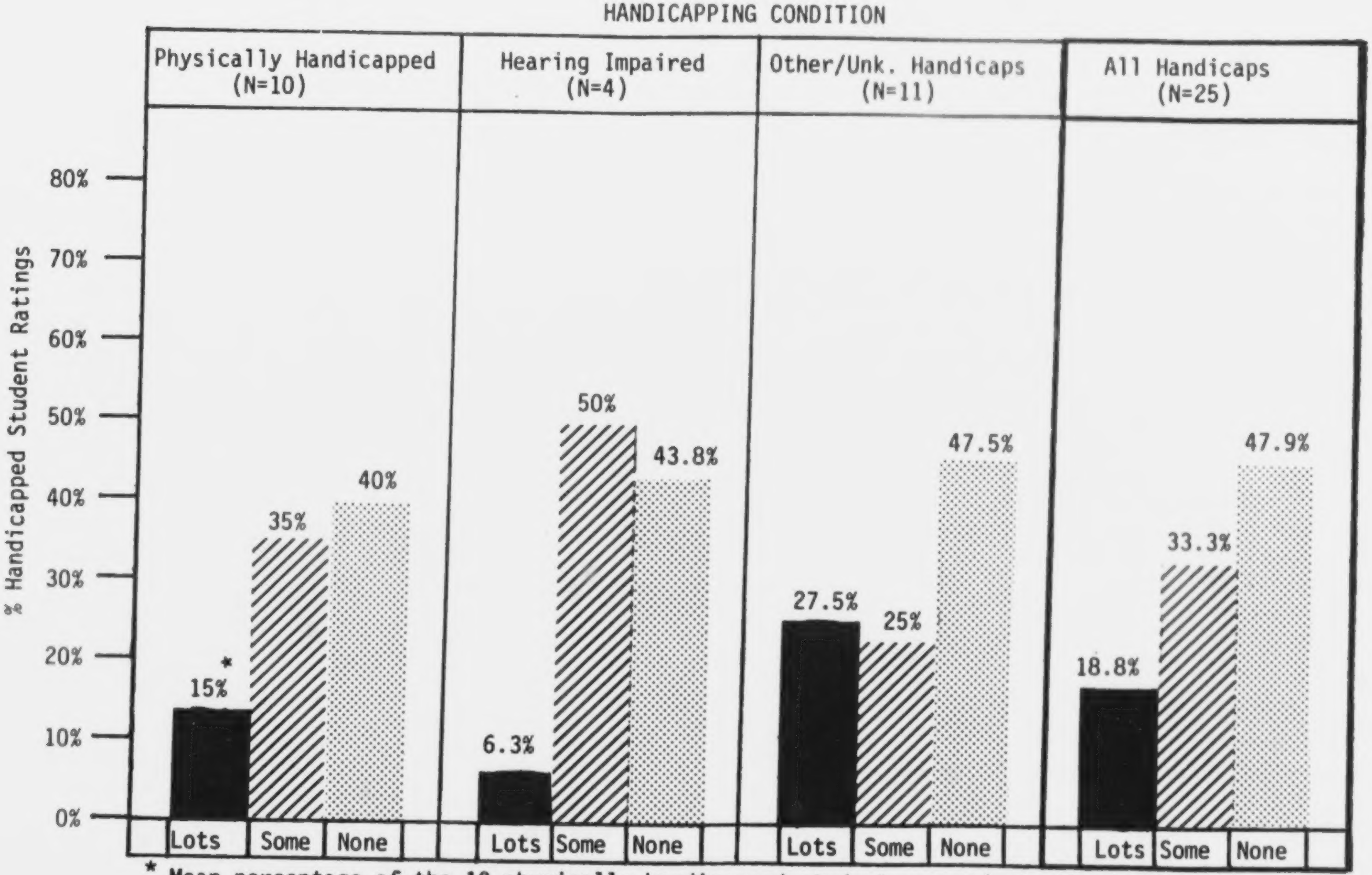
In the last section of Table S-5, we see that about half of the handicapped student ratings indicated "classroom instruction problems," 19% indicated "lots of them," and 33% indicated "some," while 48% indicated "none." Unfortunately, comparison data from nonhandicapped students at HCC are not available.

To what extent did respondents with different types of handicapping conditions report different levels of classroom problems at HCC?

In the first three sections of Table S-5, we see that while roughly the same percentages of ratings from each handicapping condition indicated "no classroom instruction problem" (40% to 48%), more ratings from "other" handicaps indicated "lots" of classroom problems (28%) and more ratings from respondents with hearing impairments indicated "some" problems (50%).

Table S-5

Extent of Classroom Instruction Problems Among All Handicapped Student Sample, by Handicapping Condition



* Mean percentage of the 10 physically handicapped student respondents who indicated they had "a lot" of the classroom instruction problems mentioned (see Appendix B, p.95).

Social Activity Problems

To what extent did this sample of handicapped students report having social activity problems at HCC?

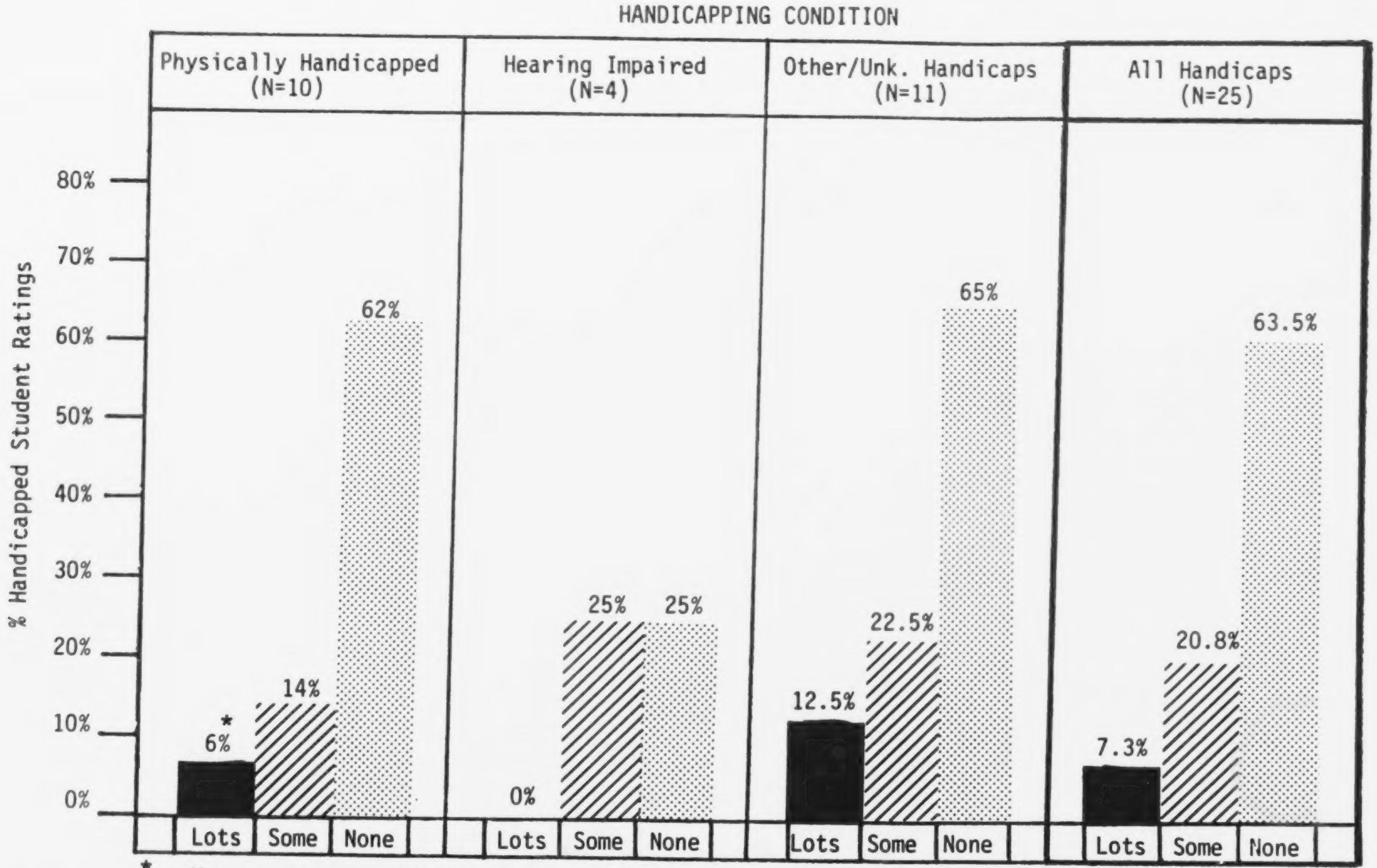
In the last section of Table S-6, we see 64% of the handicapped student ratings indicated no social activity problems, and only 7% reported having "a lot" of such problems; while 21% reported having "some."

To what extent did respondents with different types of handicapping conditions report different levels of social activity problems at HCC?

Little difference among the physically handicapped, hearing impaired, and otherwise handicapped student ratings is evident in the first three sections of Table S-6. The discrepancy in the percentage of hearing impaired student ratings indicating "no social activity problem" may be more apparent than real, i.e. the non-response rate reduced the number of subjects to only 2 on this item.

Table S-6

Extent of Social Activity Problems Among All Handicapped Student Sample, by Handicapping Condition



* Mean percentage of the 10 physically handicapped student respondents who indicated they had "a lot" of the social activity problems mentioned (see Appendix B, p. 95).

Counseling Related Problems

To what extent did this sample of handicapped students report having counseling related problems at HCC?

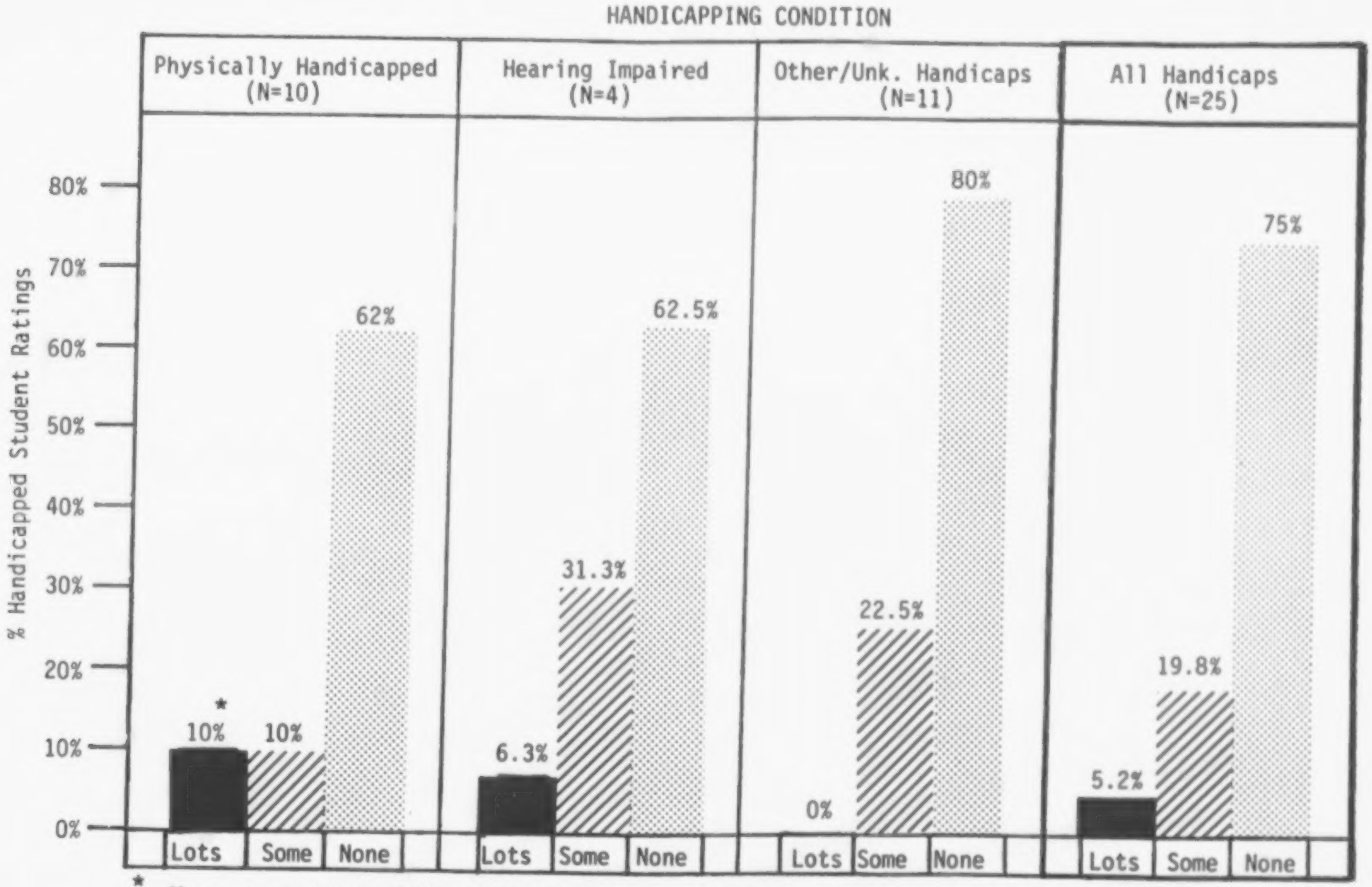
In the last section of Table S-7, we see that 75%, three out of every four from handicapped student ratings indicated no counseling related problems at HCC; 5% indicated "lots" of counseling related problems and the hearing 20% indicated "some."

To what extent did respondents with different types of handicapping conditions report different levels of counseling related problems at HCC?

In the first three sections of Table S-7, we see that high percentages of students' ratings in all three categories of handicap indicated no counseling related problems (62% of the Physically Handicapped sample; 63% of the Hearing Impaired sample; and 80% of Otherwise Handicapped). "Lots" of counseling related problems were indicated by 10% of the physically handicapped student ratings, by 6% of the hearing impaired student ratings, and by none of the "otherwise" handicapped student ratings.

Table S-7

Extent of Counseling Related Problems Among All Handicapped Student Sample, by Handicapping Condition



* Mean percentage of the 10 physically handicapped student respondents who indicated they had "a lot" of the counseling related problems mentioned (see Appendix B, p.95).

Selected Problems (Combined)

To what extent did this sample of handicapped students report having selected problems at HCC?

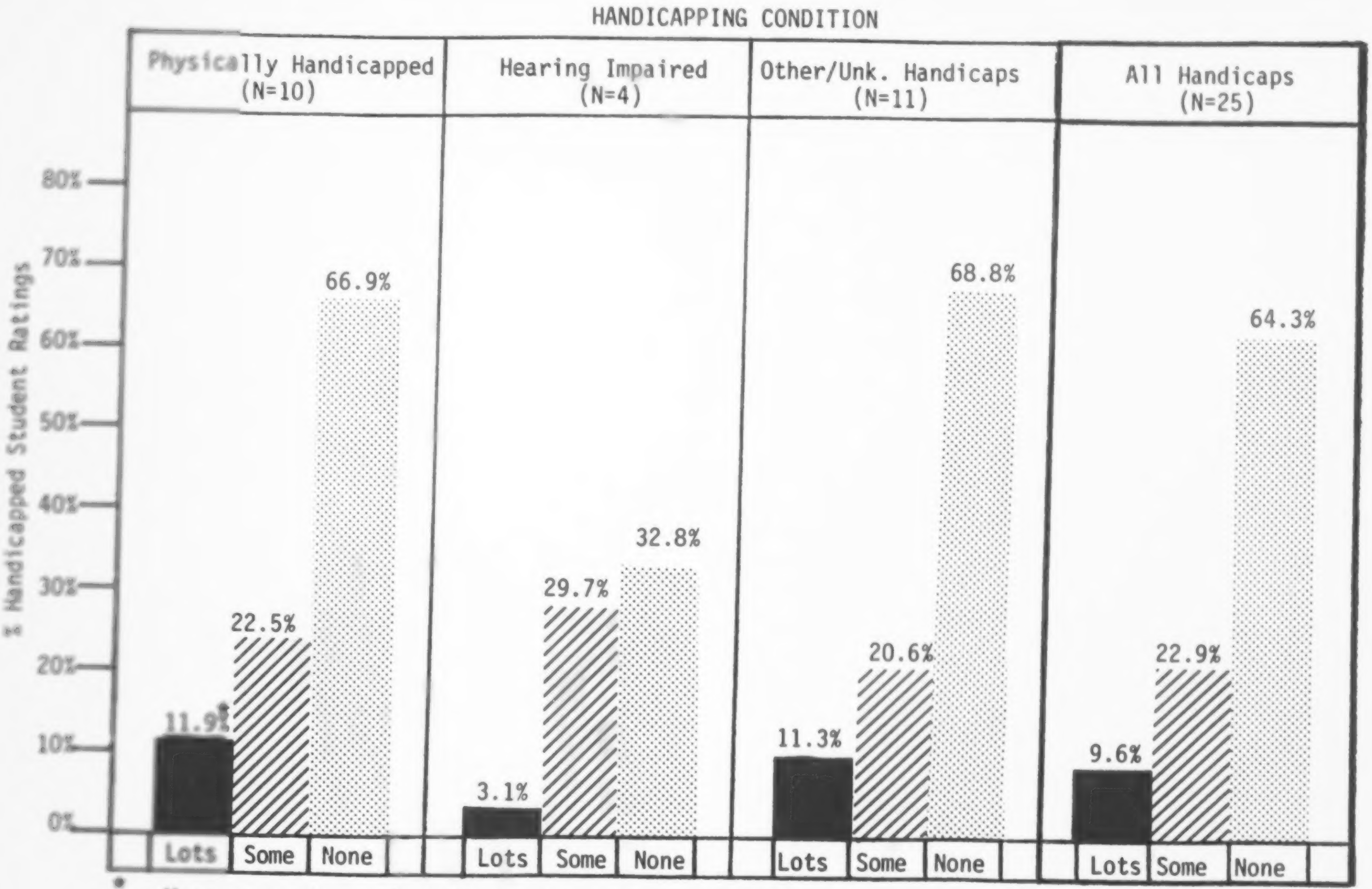
In the last section of Table S-8, we see that 64% of the handicapped student ratings indicated none of the problems mentioned, i.e. no physical access, classroom instruction, social activity, or counseling related problems. Ten percent of the student ratings indicated a lot of problems, on the average; and 23% indicated "some" such problems.

To what extent did respondents with different types of handicapping conditions report different levels of selected problems, overall?

In the first and third section of Table S-8, we have almost identical percentages of "lots", "some", and "no problem" student ratings among physically handicapped and "otherwise" handicapped students (12%, 20%, and 68%, respectively). The low percentage of "lots" ratings (3%) and the flat distribution of "some" and "none" ratings (30% and 33%, respectively) among hearing impaired students, may be due more to missing ratings and the very small number of subjects, than to any real differences among hearing impaired students.

Table S-8

Extent of Selected Problems (Combined) Among All Handicapped Student Sample, by Handicapping Condition



* Mean percentage of student ratings among the 10 handicapped respondents who indicated they had "a lot" of the various problems mentioned (see Appendix B, p. 95).

SUMMARY OF HANDICAPPED STUDENT OUTCOMES

There were 46 handicapped students registered at HCC in the Fall of 1985, of which 25 (or 54%) were interviewed for this report. Moreover, a high percentage of them (37%) were physically handicapped. Overall, the sample included roughly the same proportions by type of handicap, except that the Other Category (e.g. rape victims, heart attack,etc.) was somewhat underrepresented in the sample. The student response discussed here, then, are generally characteristics of handicapped students attending HCC and particularly characteristics of physically handicapped HCC students. The small numbers of students in each category, however, makes findings unstable and interpretations must be made with care.

What are the demographic characteristics of this sample?

About equal proportions are Male and Female; and about as many are 1st year as 2nd year students. About a third of the sample are in their 30's, with 28% in their 20's and 24% in their teens. High proportion plan to work (72%) and to continue their education (76%), with a high proportion planning to do both (64%).

What are the demographic characteristics associated with the various handicapping condition?

There were slightly more male than female physically handicapped students in the sample; appreciable more physically handicapped students were second rather than first year (70% vs 20%, respectively, and a high rate of physically handicapped students planned on working (80%), with 50% planning on doing both. The sampled students with hearing impairments tended to be female (75%), evenly divided between 1st and 2nd year students (50% each), and in their teens (75% were 18 or 19 years of age). It should be noted that with only four hearing impaired students in the sample, these percentages are quite unstable.

To what extent did the handicapped students sampled know about/use the various services available to students at HCC?

High percentages of the students "know about" the Learning Lab (96%), Counseling (92%), Financial Aid (92%), Housing (80%), and Business Lab (72%) services. Usage was highest for the Learning Lab (76%) and Counseling (72%) services; followed by Financial Aid (52%), Health Services (24%), the Business Lab (16%) and Housing (9%) services.

To what extent did knowledge and use of student services at HCC vary by type of handicap for the students in this sample?

Knowledge of all services except the Learning Lab appears to be slightly lower for the Hearing Impaired and slightly higher than with "Other" handicaps. Knowledge of the Learning Lab seems to be high across the board. As for usage, the physically handicapped students seem to use the Learning Lab (90%) and Business Lab (30%) somewhat more than the other groups; and the "otherwise" handicapped groups seem to use the counseling (82%) and Financial Aid (64%) services somewhat more.

To what extent did this sample of handicapped students report having PHYSICAL ACCESS problems at HCC?

Seventy-one percent (71%) of the handicapped students indicated they had no physical access problems. Seven percent (i.e. 2 of the 25 sampled) indicated they had "a lot" of physical access problems.

To what extent did respondents with different types of handicapping conditions report different levels of PHYSICAL ACCESS problems at HCC?

Expectedly, more physically handicapped than hearing impaired or other handicapped indicated they had "lots" of physical access problems at HCC (12.5% vs 0% and 5%, respectively); still, however, the percentage of physically handicapped respondents finding "no" physical access problems was quite high (63%).

To what extent did this sample of handicapped students report having CLASSROOM INSTRUCTION problems at HCC?

About half the handicapped students sampled indicated having "classroom instruction problems"; nearly 20% indicating they had "lots of them" and about a third indicating "some." Comparison data from non-handicapped students at HCC were not available.

To what extent did respondents with different types of handicapping conditions report different levels of CLASSROOM INSTRUCTION problems at HCC?

Again, about half the handicapped students indicated having a problem with classroom instruction. There were more ratings from "Other" handicaps than ever, indicating "lots" of classroom problems (20%), and more ratings from respondents with hearing impairments indicating "some" problems (50%).

To what extent did this sample report having SOCIAL ACTIVITY PROBLEMS at HCC?

Only about 36% of the handicapped student ratings indicated Social Activity problems at HCC. Only 7% indicated a "lot" of social problems while 21% indicated "some."

To what extent did respondents with different types of handicapping conditions report different levels of SOCIAL ACTIVITY PROBLEMS at HCC?

There appears to be little difference among the physically handicapped, hearing impaired, and "Other" handicapped student ratings on this item, with about 65% indicating no problem. The lower rating from hearing impaired students is due largely to the small number of subjects involved comprised with a 50% nonresponse rate.

To what extent did this sample report having COUNSELING RELATED PROBLEMS at HCC?

Three out of every four handicapped student ratings indicated no counseling related problem; 5% indicated "lots" and the remaining 20% indicated "some."

To what extent did respondents with different types of handicapping conditions report different levels of COUNSELING RELATED PROBLEMS at HCC?

High percentages of student ratings in all these categories of handicap indicated no counseling related problems. "Lots" of counseling related problems were indicated by 10% of the physically handicapped student ratings; by 6% of the hearing impaired student ratings and by none of the "otherwise" handicapped student ratings.

To what extent did this sample report having selected problems at HCC?

Sixty-four percent of the student ratings indicated none of the problems mentioned, i.e. no phsyical access, classroom instruction, social activity, or counseling related problems. Ten percent of the student ratings indicated a lot of problems, on the average; and 23% indicated "some" such problems.

To what extent did respondents with different types of handicapping conditions report different levels of selected problems, overall?

The percentages of Physically Handicapped and Other Handicap student ratings were quite similar, approximately 11% indicating "lots" of problems, approximately 21% indicating "some" problems; and approximately 67% indicating no problems. The different pattern for the Hearing Impaired students (3% "lots", 30% "some", and 33% "none") seems more likely a product of the small number of subjects (4) and the "high" nonresponse rate (2), than to any real difference among the groups.

V EMPLOYER INTERVIEWS

In this section, a listing of data obtained from interviews with Big Island employers of handicapped persons is given, the sample of employers is described, as are the procedures and instrument used, and the findings that resulted.

Listing of Employer Data

Page

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Table E-4 Employer Ratings of Handicapped Workers By Type of Handicap 61

Table E-5 Possibility of Hireing Additional Handicapped Workers "If Specific On-the-Job Training Were Provided at No Cost to Employer" by Type of Handicapping Condition 63

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Table E-7 Listing of Agencies Serving Handicapped Persons with which the Sampled Employers Cooperate Most Closely 67

Employer Sample

The counselor for the handicapped and disadvantaged at HCC was familiar with a number of employers of handicapped workers. Additional names of such employers were obtained from the Department of Vocational Rehabilitation, the State Employment Service, etc. All employers on the resulting list were contacted, and while several were not interviewed due to logistical considerations (e.g. only one interviewer was used), no employer refused an interview. A listing of Big Island Employers of handicapped workers is given in Table E-1.

Procedures

All interviews were conducted between July 12 and August 19, 1985, by Mr. Ronald Kurokawa of the Hawaii Community College Business Department. Appointments were made in advance with the responsible personnel director or owner, in the case of smaller businesses. The interview took from 10 minutes to one hour to complete, with the average interview lasting about half an hour. For the most part, the interviewees were quite cooperative and accomodating. Only one employer refused to be interviewed.

The Employer of the Handicapped Interviewer Form.

The Employer of the Handicapped Interview Schedule is divided into four major sections:

Section A - Elicits information about PHYSICALLY HANDICAPPED workers; e.g. blind, deaf, confined to a wheelchair, etc.

- Do they presently employ any?
- Have they employed such persons in the past?
- Do they currently have any entry level position persons with such handicaps could do?
- What specific handicaps did/do they have?
- What were/are their ages?
- Might they be interested in hiring additional physically handicapped workers if specific on-the-job training were provided at no cost to them.

Section B - Elicits same information as Section A about Mentally Retarded workers.

Section C - Elicits same information as Section A about workers with Learning Disabilities.

Section D - Elicits information about the specific jobs handled by Physically handicapped, Mentally Retarded, and Learning Disabled workers, e.g.

- Type of job held
- Attendance rating (5 point scale: very poor...very good)
- Job skill rating (5 point scale: very poor...very good)
- Work attitude rating (5 point scale: very poor...very good)
- Quality of work rating (5 point scale: very poor...very good)
- Overall rating (5 point scale: very poor...very good)

Findings

The information provided on the Employer Interview Form was summarized and partitioned into several tables, each focusing on a different aspect of employer response to handicapped workers. These tables, listed above (p. 53), will now be presented, along with a brief narrative for each.

Table E-1

Listing of Big Island Employers Interviewed
by Type of Business/Industry

TYPE OF BUSINESS/INDUSTRY	BIG ISLAND EMPLOYERS INTERVIEWED
Hotel Industry	1. Hilo Bay Hotel 2. Hilo Hawaiian Hotel 3. Keahou Beach Hotel 4. Sheraton Royal Waikoloa Hotel 5. Kona Bay Hotel 6. Kona Surf Hotel
Restaurant/Food Related Businesses	7. McDonalds 8. Jimmy's Drive In 9. House of Sputniks 10. Pacific Macadamia Nut 11. Robert's Bakery 12. Big Island Candies 13. Hilo Hawaii Fruit Process 14. Hilo Macaroni 15. Suisan Distributors
Nursery/Agriculture Related Businesses	16. Karl's Nursery 17. Kona Nursery Partners 18. Greenhouse Cooperative 19. AMFAC Tropical Products 20. Banana Company
Maintenance/Retail/etc.	21. Big Island Maintenance 22. C.W. Maintenance 23. Auto Body Hawaii 24. Kam Garment 25. Kay's Creation 26. Lyman House Museum 27. Mid Pac Books

Employee Handicapping Condition By Present and Past Employers

What type of Handicapping persons were employed by the employers in this sample?

The data in the last column of Table E-2, below, indicate that over all employers, roughly the same proportion hired physically handicapped, mentally retarded, and learning disabled workers (43%, 48%, and 50%, respectively).

What types of Handicapped persons were employed by present vs former Employers?

The data in columns one and two of Table E-2 indicate lower proportion of physically handicapped workers hired by present than former employers in the sample (31% vs 71%, respectively) and higher proportions of mentally retarded workers hired by present employers than former employers (56% vs 29%, respectively); with roughly the same proportion of Learning Disabled workers in both groups (50% vs 57%, respectively). Because of the small numbers of subjects in each group, however, these findings should be generalized with great care.

Table E-2

Type of Employee Handicapping Condition by Present Employer, Past Employer, and Total Sample of Employers of Handicapped Persons

EMPLOYEE HANDICAPPING CONDITION	EMPLOYERS OF HANDICAPPED PERSONS					
	Present*		Former		Total Sample	
	N	%	N	%	N	%
Physical Handicap	5	31%	5	71%	10	43%
Mental Retardation	9	56%	2	29%	11	48%
Learning Disability	8	50%	4	57%	12	52%
Employer Totals	16	100%	7	100%	23	100%

* Employer counted as a "Present Employer" if employs a person with any of of the indicated handicapping conditions.

Types of Jobs for Which Handicapped Persons Were Hired

For what types of jobs were handicapped persons hired by the employers in this sample?

Generally, low skill jobs such as dishwashers, fieldwork, and groundskeeping.

For what types of jobs were workers with various types of handicapping conditions hired?

More jobs were available for persons with Learning Disabilities than for persons with mental retardation or with physical handicap, e.g. while mentally retarded persons obtained restaurant/food related and nursery/agriculture jobs, and those with physical handicaps obtained hotel and retaurant/food related jobs; learning disabled workers tended to get jobs in all three areas (hotel; restaurant/food related; and nursery/agriculture). Among these three major areas of employment, however, few jobs were available to hearing impaired or visually impaired workers, only 3, in fact.

Table E-3

Types of Jobs for Which Handicapped Persons Were Hired By Type of Industry and Type of Handicapping Condition

TYPE OF INDUSTRY	Learning Disability	Mental Retardation	Physical Handicap	Hearing Impairment	Visual Impairment
HOTEL	- Hotel Laundry (2) - Restaurant - Coffee Shop - Housekeeping - Utility - Grounds (2) - Waiter - Dishwasher	- Dishwasher	- Cook - Laundry - Housekeeping - Office/Clerical - Utility - Sales Clerk - Snack Shop - Gift Shop		
RESTAURANT/ FOOD RELATED	- Sorting nuts - Manufacturing (Bakery) - Counter Help - Kitchen Help	- Manufacturing (Bakery) - Packing (candy) - Food Preparation - Manufacturing (Food)	- Dipping (Candy) - Clean-up - Counter help - Sort/Stack boxes - Work in freezer	- Sorting nuts	- Kitchen helper
NURSERY/ AGRICULTURE	- Packing (2) - General Nursery (2) - Plant Disease Control - Harvest - Fertilize - De Trash - Process - Landscaping - Maintenance	- Field Work - Harvest - Fertilize - De Trash - Processing - Weeding	- Field Work		- Field Work
MAINTENANCE/ RETAIL/OTHER	- Interpreter (Museum) - Trimmer (Garment) - Maintenance	- Interpreter (Museum) - Maintenance	- Maintenance - Construction - Power Machine - Truck washing - Yard maintenance	- Delivery (Garment) - Front Counter (Garment) - Maintenance	- Librarian (Museum) - Archivist (Museum) - Maintenance (Museum)

Employee Ratings of Handicapped Workers

How did the employers in this sample rate their handicapped workers?

Overall, they rated them between "fair" and "good" when compared with their non-handicapped workers (3.6 on a 5 point scale; see page 104). Their highest ratings were in "attendance" (4.1) and their lowest in "skill" (3.4), with "attitude) and "quality of work" at 3.6.

How did the employers in this sample rate their workers with different types of handicaps?

In general, employees with physical handicaps received the highest (4.0) and those with visual handicaps received the lowest (3.2) "overall" ratings. On "skill," too, the highest ratings were given physically handicapped workers (3.9) and those with visual handicaps the lowest (3.0), although the ratings given the mentally retarded and learning disabled workers were not far behind (3.1 and 3.3, respectively). The highest "attitude" ratings were given to the physically handicapped and visually handicapped workers (4.4 and 4.2, respectively), while the lowest were given to the mentally retarded, hearing impaired, and learning disabled (3.2, 3.2, and 3.3, respectively). On "quality of work," physically handicapped workers received the highest ratings (4.0); the visually handicapped workers received the lowest (3.0) with the learning disabled, mentally retarded, and hearing impaired workers receiving ratings of 3.4, 3.4, and 3.3, respectively.

Table E-4

Employer Ratings* of Handicapped Workers
by Type of Handicap

TYPE OF EMPLOYER RATING	TYPE OF HANDICAP Learning (LD) (N=65)	Mental (MR) (N=24)	Physical (N=24)	Hearing (N=5)	Vision (N=5)	TOTAL (N=123)
Attendance	$\bar{X} = 4.0$	$\bar{X} = 4.1$	$\bar{X} = 4.4$	$\bar{X} = 3.8$	$\bar{X} = 4.0$	$\bar{X} = 4.1$
Skill	$\bar{X} = 3.3$	$\bar{X} = 3.1$	$\bar{X} = 3.9$	$\bar{X} = 3.5$	$\bar{X} = 3.0$	$\bar{X} = 3.4$
Attitude	$\bar{X} = 3.3$	$\bar{X} = 3.2$	$\bar{X} = 4.4$	$\bar{X} = 3.2$	$\bar{X} = 4.2$	$\bar{X} = 3.6$
Quality of Work	$\bar{X} = 3.4$	$\bar{X} = 3.4$	$\bar{X} = 4.0$	$\bar{X} = 3.3$	$\bar{X} = 3.0$	$\bar{X} = 3.6$
OVERALL	$\bar{X} = 3.6$	$\bar{X} = 3.4$	$\bar{X} = 4.0$	$\bar{X} = 3.3$	$\bar{X} = 3.2$	$\bar{X} = 3.6$

* Mean ratings on five point LiKert scales (1 = very poor; 2 = poor; 3 = fair; 4 = good; 5 = very good).

Possibility of Hiring Additional Handicapped Workers

To what extent would employers be willing to hire additional handicapped workers if specific on-the-job training were provided at no cost to them?

As seen in the "total" section of Table E-5, below, 9 out of every 10 employers indicated they would be interested in hiring additional handicapped workers if specific on-the-job training were provided at no cost to them. Moreover, the percentages were similar for present employers and for employers who had hired handicapped employees in the past (94% and 86%, respectively).

To what extent would employers be willing to hire additional workers with specific handicaps if specific on-the-job training were provided at no cost to them?

The totals data in the first three sections of Table E-5 indicate that 83% of the employers "might hire" additional learning disabled; 74% "might hire" additional mentally retarded; and 65% "might hire" additional physically handicapped workers. Moreover, 60% of the employers who had never employed learning disabled workers indicated they "might hire" some and 70% of those who had never hired mentally retarded workers indicated they "might hire" some; while only 29% of those who had never hired physically handicapped workers indicated they "might hire" some.

Table E-5

Possibility of Hireing Additional Handicapped Workers "If Specific On-the-Job Training Were Provided at No Cost to Employer" By Type of Handicapping Condition

TYPE OF HANDICAPPING CONDITION

POSSIBILITY OF HIRING ADDITIONAL WORKERS	PHYSICAL HANDICAP								MENTAL RETARDATION							
	Present Employer		Past Employer		Never Employed		Total Employers		Present Employer		Past Employer		Never Employed		Total Employers	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Might Hire	4	80%	9	82%	2	29%	15	65%	8	89%	2	50%	7	70%	17	74%
Would Not Hire	1	20%	2	18%	5	71%	8	35%	1	11%	2	50%	3	30%	6	26%
TOTAL	5	100%	11	100%	7	100%	23	100%	9	100%	4	100%	10	100%	23	100%

TYPE OF HANDICAPPING CONDITION

POSSIBILITY OF HIRING ADDITIONAL WORKERS	LEARNING DISABILITY								TOTAL							
	Present Employer		Past Employer		Never Employed		Total Employers		Present Employer		Past Employer		Never Employed		Total Employers	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Might Hire	7	88%	9	90%	3	60%	19	83%	15	94%	6	86%	-	-	21	91%
Would Not Hire	1	12%	1	10%	2	40%	4	17%	1	6%	1	14%	-	-	2	9%
TOTAL	8	100%	10	100%	5	100%	23	100%	16	100%	7	100%	-	-	23	100%

Employer Questions/Comments

What sort of questions did the employers have to ask?

- Major focus of questions were in funding, e.g. chances of getting funds, getting funds; how long to get them, etc.
- Specific questions about the survey; e.g. who else is being surveyed; will it be continued indefinitely; etc.
- Questions about HCC services; e.g. can they provide training in West Hawaii; Does HCC have tutors available; etc.

What sorts of positive comments were made?

- Would like to see more done for the handicapped
- Landscaping industry would be ideal for handicapped
- Museum can provide meaningful employment (work experience)

What sorts of more critical comments were made?

- No follow-up after six weeks or so; complained to agencies about work referrals.
- Had some bad experiences with Hilo College.

Table E-6

Employer Questions/Comments by Type of Business/Industry

HOTEL INDUSTRY (N=6)

/ ? /
- Can HCC provide training in West Hawaii? Need training here. (2)
- What are the chances of getting funding?

/ - /
- No follow-up after six weeks or so; complained to agencies that made referrals.
- A few high school students don't understand responsibility of holding a job.

RESTAURANT/FOOD RELATED BUSINESSES (N=7)

/ ? /
- Does HCC have special programs for the handicapped? (2)
- Who are the others being surveyed?
- Is DECA considered an agency? Job Corps?
- Does HCC have tutors available?

/ + /
- Someone has to do things for the handicapped
- Wishes more jobs were available

/ - /
- Don't have enough work for full-time workers
- Cost of production is too high for slower workers
- Math, spelling, speech - Basic weaknesses of students
- Working with the deaf is very difficult
- Risk of injury a major concern
- Reluctant to hire or even try the handicapped

NURSERY/AGRICULTURE RELATED BUSINESSES (N=5)

/ ? /
- Who else is involved in this study?
- What are the chances of getting funding from this study?

/ + /
- Landscaping industry would be ideal for handicapped
- Very familiar with HCC business programs
- Can be a worthwhile project

/ - /
- Would like to help, but cutting back on work force
- Better workers if trained (2)

MAINTENANCE/RETAIL/ETC. (N= 7)

/ ? /
- Will this survey be continued indefinitely? one year?
- How long will it take to get funds

/ + /
- Museum can provide meaningful employment (work experience)
- HCC should work closer with museum
- Very familiar with HCC articulation problems
- Would like to see more done for handicapped (2)
- Realizes the need for training the handicapped

/ ± /
- Community College should provide terminal education; prepare students for the world of work
- Don't know enough about services at HCC (2)

/ - /
- Had some bad experiences with Hilo College
- Work performed is dangerous (fire), so depends on disability
- Did not have a good experience with previous (handicapped) worker

Agency-Employer Cooperation

With which Big Island agencies serving handicapped persons do the employers sampled work most closely?

The data in Table E-7, below, indicate that the largest percentage of agencies sampled (56%) cooperates closely with the Department of Vocational Rehabilitation; followed by the State Employment Service and ALU LIKE, with 22% and 19%, respectively. Eleven percent each cooperated closely with the Occupational Skills Center and Rainbow Crafts; and four percent each cooperated closely with JTPA, Kona Krafts and Project Holuhua. It should be remembered that while a large number of employers do, in fact, work closely with the Department of Vocational Rehabilitation, the Department of Vocational Rehabilitation was in turn a major response in identifying employers of the handicapped. The bottom line is that while the percentage of employers cooperating closely with the Department of Vocational Rehabilitation is surely large, we can't judge just how large from the present data.

Table E-7

Listing of Agencies Serving Handicapped Persons With Which the Sampled Employers Cooperate Closely

AGENCY	Number and Percentage of Cooperating Employers in the Sample (N=27) N	%
Vocational Rehabilitation	15	56%
State Employment Service	6	22%
ALU LIKE	5	19%
Occupational Skills Center	3	11%
Rainbow Crafts	3	11%
JTPA	1	4%
Kona Kraft	1	4%
Project Holuhua	1	4%

SUMMARY OF EMPLOYER OUTCOMES

The twenty-seven (27) employers interviewed constitutes a high but unknown proportion of the Big Island employers of handicapped persons. This sample of hotel industry, restaurant and food related, agriculture and nursery, maintenance and retail, etc. employers was obtained from lists provided by the Department of Vocational Rehabilitation, the State Employment Service, etc. It appears to be quite representative.

What types of handicapped persons were employed by the employers in this sample?

Physically handicapped, mentally retarded, and learning disabled workers were hired in roughly the same proportion (40-50%).

What types of handicapped persons were employed by present versus former employers?

A lower proportion of physically handicapped workers was hired in the present than in the past (31% vs 71%, respectively). A higher proportion of mentally retarded workers was hired in the present than in the past (56% vs 29%, respectively); and about the same proportion of learning disabled workers was hired in the present and in the past (50% vs 57%, respectively). The small number of subjects in each group, however, renders these percentages quite unstable.

For what types of jobs were handicapped persons hired by the employers in this sample?

Generally, low skill jobs such as dishwasher, fieldworker, and grounds keeping.

For what types of jobs were workers with various types of handicapping conditions hired?

While mentally retarded persons obtained restaurant/food related and nursery/agriculture jobs, and those with physical handicaps obtained hotel and restaurant/food related jobs; learning disabled workers tended to get jobs in all three areas (hotel, restaurant/food related, and nursery/agriculture). Among these three major areas of employment, however, few jobs were available to hearing impaired or visually impaired workers.

How did the employers in this sample rate their handicapped workers?

Overall, they rated them between "fair" and "good" when compared with their non-handicapped workers (3.6 on a 5 point scale). Their highest ratings were in "attendance" (4.1) and their lowest in "skill" (3.4), with "attitude" and "quality work" at 3.6.

How did the employers in this sample rate these workers with different types of handicaps?

Employees with physical handicaps received the highest (4.0) and those with visual handicaps received the lowest (3.2) "overall" ratings. On "skill", too, the highest ratings were given physically handicapped workers (3.9), and those with visual handicaps the lowest(3.0). The highest "attitude" ratings were given to the physically handicapped and visually handicapped workers (4.4 and 4.2, respectively), while the lowest were given to the mentally retarded, hearing impaired, and learning disabled (3.2, 3.2, and 3.3, respectively). On "quality work", physically handicapped workers received the highest ratings (4.0), and the visually handicapped received the lowest (3.0), with the learning disabled, mentally retarded, and hearing impaired workers receiving ratings of 3.4, 3.4, and 3.3, respectively.

To what extent would employers be willing to hire additional handicapped workers if specific on-the-job training were provided at no cost to them?

Nine out of every 10 employers in the sample (90%) indicated they would be interested in hiring additional handicapped workers if specific on-the-job training were provided at no cost to them. Moreover, the percentage was similar for present employers and for employers who had hired handicapped employees in the past (94% vs 86%, respectively).

To what extent would employers be willing to hire additional workers with specified handicaps if specific on-the-job training were provided at no cost to them?

Eighty-three percent (83%) of the employers might hire additional learning disabled, 76% of the employers might hire additional mentally retarded, and 65% might hire additional physically handicapped workers.

What sorts of questions did the employers have to ask about HCC? The Interview?

The major focus of the questions were on funding, e.g. chances of getting funds; how long to get them, etc. A second focus was on other specific questions about the survey, e.g. who else is being surveyed; will it be continued indefinitely, etc. Questions about HCC services included: "Can they provide training in West Oahu?"; "Does HCC have tutors available?", etc.

What sorts of positive comments were made?

Comments such as: "Would like to see more done for the handicapped"; "Landscaping industry would be ideal for handicapped"; and "Museum can provide meaningful employment (for handicapped)".

What sorts of more critical comments were made?

Comments such as: "No follow-up after six weeks or so"; "Had some bad experiences with Hilo College".

With which Big Island Agencies serving handicapped persons do the employers sampled work most closely?

The largest percentage of Agencies sampled (56%) cooperated closely with the Department of Vocational Rehabilitation; followed by the State Employment Agency and ALU LIKE, with 22% and 19%, respectively.

VI SERVICE AGENCY INTERVIEWS

In this section, a listing of the service agency interview data is given, the sample of Big Island agencies serving handicapped persons is described, as are the procedures and and instrument used, and the findings that resulted. A summary is also given.

Listing Of Service Agency Data

Page
Table A-1: Listing of Sampled Agencies Serving Handicapped Persons on the Big Island 73
Table A-2: Description of Clients and Services Provided Handicapped Persons, by Agency Sampled 75
Table A-3: Type of Training, Placements, and Placement Problems Among Selected Agencies Providing Job Placement Services for Handicapped Persons on the Big Island 77
Table A-4: Some Relationships/Potential Relationships Between Hawaii Community College and Other Big Island Agencies Serving Handicapped Persons. 79

Agency Sample

Virtually all the agencies serving handicapped persons are known to the Hawaii Counselor for Handicapped and Disadvantaged, and she works closely with more than a few. This "sample," then, is very close to the population of such agencies on the Big Island. The agencies interviewed are listed in Table A-1.

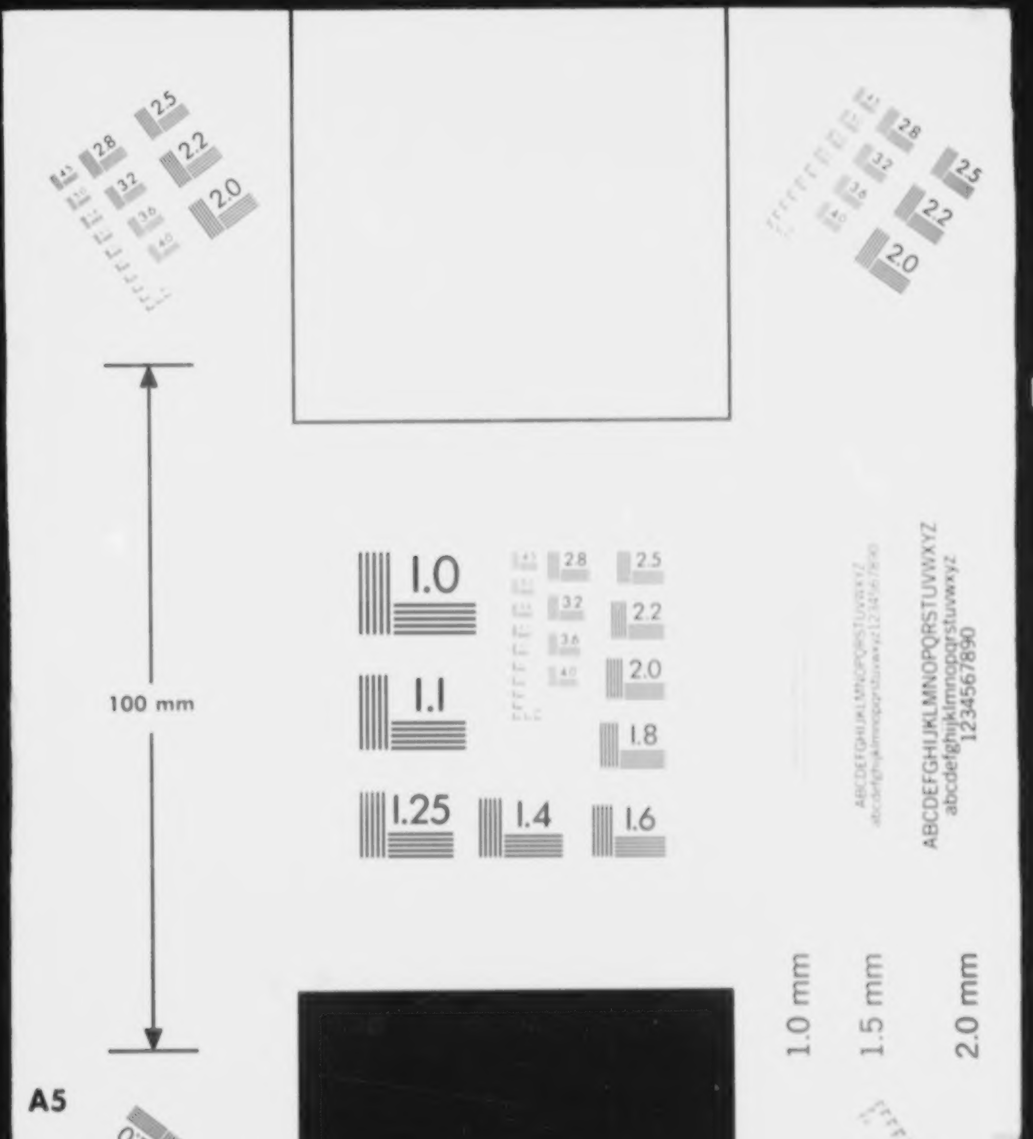
Procedures

All interviews were conducted between July 12 and August 19, 1985, again by Mr. Ronald Kurokawa of HCC's Business Department. Appointments were made in advance, usually with the Director or other knowledgeable official. These interviews took from 30 to 90 minutes to complete with the average interview lasting about an hour. Cooperation was generally quite good.

HANDICAPPED AGENCY INTERVIEW FORM

The interview form used with representatives of agencies providing services to handicapped persons consisted of 13 items covering five types of items: (Copy of Agency Interview is given on page 107 - 112).

Types of Handicap:	Numbers, types, age
Types of Services:	Welfare, employment, education, etc.
Types of Placements:	Types of placements; problems finding placements; problems with initial placements; problems maintaining placements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HCC Student Services: Duplicate Agency services? Refer to Agencies? Contract Agencies?

Agency Relating to HCC: Refer Clients? Sit on HCC Board? Comments/Questions

FINDINGS

The information provided by the Agency representatives was summarized and partitioned into several tables. These tables, listed above on page 71, will now be presented along with a brief narrative for each.

Table A-1

Listing of Sampled Agencies Serving Handicapped Persons on the Big Island

MAJOR AGENCIES SERVING HANDICAPPED PERSONS ON THE BIG ISLAND
1. Big Island Center for Independent Living
2. Brantley Center
3. Commission on the Handicapped
4. Department of Vocational Rehabilitation
5. Easter Seal
6. Hawaii State Employment Service
7. Hilo Adult Day Care
8. Hilo Day Activity Center
9. Kamealoha Unlimited
10. Kona Krafts
11. Mental Health Association, Hawaii County
12. Rainbow Crafts

Agency Clients and Services

What are some characteristics of the agencies interviewed?

In Table A-2, below, the approximate numbers of clients served, types of handicap, and type of services provided are given for the twelve (12) Agencies interviewed. We see in Table A-2 that a wide variety of Agencies has been sampled, e.g. a wide variety of sizes of client populations, from 35 for the Hilo Day Activity Center, to 400+ for the Department of Vocational Rehabilitation; a wide variety of handicaps served, from mental retardation at the Brantley Center, to the orthopedically/multi handicapped at Kane Aloha Unlimited, with a number of Agencies serving "all handicaps," e.g. State Employment Center, Commission on the Handicapped, etc.; and a wide variety of services provided, from medical therapy, by the Easter Seals Society to independent living skills and home remodeling by Kane Aloha Unlimited.

Table A-2

Description of Clients and Services Provided Handicapped Persons

AGENCY	CLIENTS		SERVICES
	Approx. No.	Major Handicap	Major Services Provided
Brantley Center	40	Mental Retardation	Employment/Education Services Day Activity
Hilo Day Activity Center	35	Mental Retardation/ Developmentally Disabled	Training Developmentally Disabled
Hilo Adult Day Care	90	All handicaps served (The Big Islands largest such day care center)	Day Care; Rehabilitation, Transportation, Therapy (Physical and Speech), etc.
State Employment Service	90	All handicaps served (Islands major employment service)	Full range of employment services: Vocational Assessment, Job Training Job Placement, etc.
Kane Aloha Unlimited	390	Mainly orthopedically/ multi handicapped	Counseling, classes,independent living skills; home remodeling, wheelchair repair, etc.
Easter Seals Society	60	Several major handicaps, especially: - Neuro-muscular coordination problems - Learning Disabilities	- Medical therapy - Educational testing/assessment - Social Recreation - Equipment loan
Vocational Rehabilitation	400	Serves virtually all major handicaps	- Provides a full range of services, from diagnostic and educational services to employment and even welfare services (if they lend to employment and are not provided by other agencies)
Commission on the Handicapped	All	All	- Serves virtually all handicapped persons on the Island via its advocacy, educational, and information activities
Mental Health Association	50	- Emotional Disturbance - Mental Retardation	- Provides referral services (Welfare, employment, education, etc.) - Information - Advocacy
Big Island Center for Independent Living	N/A	- Serves virtually all sensory (Hearing, Speech, Visual) and Motor (Physically Disabled) handicaps	- Provides independent living skills, workshops; advocacy; education of private sector employees; and referrals for housing care attendants, counselors, etc.
Hilo Vocational Rehabilitation Center	170	- All Handicaps, especially developmentally disabled	- Care Home, Group Home, Sheltered employment; Respite care; and Specialized Care for the Deaf-Blind
Kona Krafts	60	- All handicaps, mainly mentally retarded	- Full range of employment services including transportation; group home; prescriptive teaching.

Job Training, Placement, and Placement Problems

What types of job training are provided for handicapped persons on the Big Island?

Of the 12 agencies interviewed, five reported job training activities. These are given below in Table A-3. The types of training they provide include pre-employment workshops, on-the-job training, work experience, and "any other training needed for employment;" specific skills mentioned include yard work, office aide, janitorial, woodworkers, food service, etc.

How many/what types of placements are made?

Note in Table A-3 that by far the most placements are made by the Department of Vocational Rehabilitation (150) and the State Employment Service (187). The Department of Vocational Rehabilitation reports 40% of its placements in "Service" jobs, 25% in Agricultural jobs, etc.; while the State Employment Service reports only "Agricultural" (15%) and "Non-Agricultural" (85%) categories. Specific placements reported by Kona Krafts, Brantley Center, and Hilo Vocational Rehabilitation Center include such jobs as Laundry, Baker's helper, Sewing, janitorial, groundskeeper, and lathe operator.

What types of placement problems were faced by these Agencies?

Finding Opportunities. The major problem in finding placement opportunities was "the economy." There are just too few jobs available. Another related problem was the types of jobs available, i.e. many companies on the Big Island are quite small, and need workers who can do a variety of tasks. Other problems include "employer prejudice" and "poor client attitude."

Initial Placements. While a major problems mentioned was apprehension on the part of the employer; also mentioned were the attitudes of other employers and the reluctance of agency staff to accompany the client to the job site.

Maintaining Placements. The main problems in maintaining placements seems to be the Personnel/Cost/inconvenience of follow-up; and the client's faulty work habits.

Table A-3

Type of Job Training, Placements, and Placement Problems Among Selected Agencies Providing Job Placement Services for Handicapped Persons on the Big Island

AGENCY	TYPE OF TRAINING	Placements		TYPE OF PLACEMENT PROBLEM		
		No. per Year	Type of Job	Finding Opportunity	Initial Placement	Maintaining Placement

Vocational Rehabilitation	- On the job
	- Higher education
	- Any other training needed for employability
		150	- Service (40%)
			- Agricultural (25%)
			- Clerical (10%)
			- Other (25%)
			  - Engineer
			  - Back to original jobs
			  - Sheltered employment
				- Employer prejudices
				- Client attiude (Welfare cases)
					- Employer unsure how to relate to handicapped	- Clients not meet employer expectations
						- Clients work habits

State Employment Service	- Work experience (payment by Employment Service) - Pre-employment workshops - On-the-job training	87	- Non Agricultural (85%) - Agricultural (15%)	- Many companies are too small--workers must be able to do a variety of work - Jobs for handicapped very limited	N/A	N/A
Kona Krafts	- Yard Work - Office Aide - Food Service (Kitchen, Bus, Dishwasher) - Custodial - Laundry worker - Room Maid - Bakers Helper - Packaging	10	- Laundry - Bakers Helper - Office Aide - Custodian - Room Maid - Kitchen Helper - Dishwasher	- Transportation (More Bus Routes; more often, car pools) - Difficult to Follow-up (New staff and money) (It's time consuming) - Div. of Voc. Rehab. makes initial contact	- No problem with employers - Initial attitude problem with other employees - Clients have socialization skills (Mentally Retarded)	- Difficult to follow-up (new staff and money; it's time consuming) - Follow-up especially difficult after one year

Brantley Center	- Job Skills Training
	  - Woodworker
	  - Yardworker
	  - Clerical
	  - Janitorial
	  - Food Service
		2	- Groundskeeper
			- Lathe Operator
			- Woodworker
			- Meat Wrapper
			- Stock Clerk
				- Job market limited
				- Competition with non-handicapped
					- Apprehension of employer
					- Prefer not to go with worker to job site
						- No follow-up
						- First to go when there is a cutback of workers.

Hilo Vocational Rehabilitation Center	- Work Readiness (Job tolerance, attendance, etc.) - Specific job skills (Janitorial and yard skills)	-	- Sewing - Janitorial - Nursery - Warehouse	- Economy--no jobs available - Hilo has small companies (multi-talented people needed)	N/A	N/A

Community College-Agency Relationships

How does/might Hawaii Community College's Student Services Division relate to these agencies?

Duplication of Services. None of the 12 agencies interviewed felt HCC's Student Services Division duplicated its services.

Possible Referral of Students. Five of the 12 agencies indicated HCC Student Services referrals might not be beneficial/relevant for their Agencies. Seven of them did, for services such as housing (e.g. Big Island Center for Independent Living), employment (e.g. State Employment Service), and wheelchair repairs (e.g. Kame Aloha Unlimited).

Possible Contract for Services. Eight of the twelve Agencies interviewed (67%) indicated it might be beneficial for HCC to contract for a number of services: e.g. Brantley Center could provide selected HCC students with Career Counseling Services; the Big Island Center for Independent Living could provide a Training Coordinator for Personal Care Attendant training; Kona Krafts could provide internships for students, etc.

How do/might these Agencies relate to Hawaii Community College?

Referral of Clients. Five of the Agencies interviewed indicated they would probably not refer clients to HCC. Seven of the twelve, however, indicated they might: e.g. the Big Island Center for Independent Living might refer clients for Personal Care Attendant training; Kona Krafts for Counseling, Assessment, and Testing; Easter Seals Society for Financial Aid, readers, notetakers; and Vocational Rehabilitation for "all kinds of services."

Willing to sit on Student Services Advisory Board? Ten of the 12 Agency representatives indicated a willingness to sit on the HCC Student Services Advisory Board (83%); with one declining because of the distance involved and the other indicating that the Agency's new director would have to answer that question.

What pressing needs were identified by the Agencies interviewed?

- Transportation (long distances, can't drive, etc.)
- Social promotion at DOE (High School graduates not capable of giving change, other basics)
- Training needed for DOE graduates (they graduate, but can't work)
- Large gap between high school and workshops
- There's no follow-ups nor graduates from high school who are identified as handicapped.
- Deaf people are almost totally ignored, would like to see something done in this area.
- Two year sign language course would be helpful.
- HCC needs to reach out.
- Integration between school and community needs improvement
- etc.

Table A-4

Some Relationships/Potential Relationships Between Hawaii Community College And Other Big Island Agencies Serving Handicapped Persons

Page 1 of 3

AGENCY	DOES HCC STUDENT SERVICES... Duplicate this Agency's Services	Refer Clients to this Agency?	Contract with this Agency for Services?	DOES THIS AGENCY... Refer Clients to HCC?	Would sit on Stud. Serv. Adv. Board?	Have Questions/Comments?
Brantley Center	- No	- No	- Yes - Career Counseling	- Yes - Career Counseling - Educational Counseling	- Yes	- Glad that a study is being made - Need to work with students after high school - There's no follow-up on graduates from high school who were identified as handciapped. - Educational opportunities are not available for many ... they can't drive, lack finances, etc.
Hilo Day Activity Center	- No	- No	- Don't know	- No	- Yes	- Would sit on Board if Hands-on type program/course can be set up for those who are Developmentally Disabled. - HCC serves higher caliber people; this center picks up lower level persons. - It provides practical training stations for those who do not fit in workshop. - Services provided may not be meaningful for survey.
Hilo Adult Day Care	- No	- Only day care center; non-residential; Don't work with students.	- Yes - Practicum - Field Work - Internship - Sociology - Nursing - Counseling	- No	- Yes	- If a relationship can be established - What are the chances of getting funds? - Would like to have a summary of the survey
Employment Service	- No	- Yes - Employment Related	- Yes - Cooperative Agent (SAGA Foods needs workers)	- No	- Yes	- No question, but we hope you will be able to obtain funding.
Kame Aloha Unlimited	- No	- Yes - Wheelchair Repair - Advocacy	- Yes - Accessibility Assessment	- No	- Yes	- None

Table A-4

Page 2 of 3

AGENCY	DOES HCC STUDENT SERVICES... Duplicate this Agency's Services	Refer Clients to this Agency?	Contract with this Agency for Services?	DOES THIS AGENCY... Refer Clients to HCC?	Would sit on Stud. Serv. Adv. Board?	Have Questions/Comments?
Easter Seals Society	- No	- No	- No	- Yes - Career counseling - Financial Aid - Attendant Services - Readers - Notetakers	- Yes	- Services for Deaf Students prepare them for world of work. - Job training needed for D.O.E. graduates -- they graduate, but can't work. - Deaf people are almost totally ignored; would like to have something done in this area.
Vocational Rehabilitation	- No	- Yes - All kinds (i.e. all kinds of handicaps)	- Yes - Tutors - Interpreters	- Yes - All kinds to Mrs. Reimer	- Yes	- One of the parties involved in starting this project. - Has worked with Mrs. Reimer
(Commission on the Handicapped)	- No	- Yes - Social Events - Availability of Services in other Areas - Advocacy	- No	- Yes - Referrals to Betty Reimer	- Yes	- Important problem areas: - Transportation (biggest problem) - Educational (Social promotion in DOE) (Special training needed; low levels in reading and math) - Learning Disabilities (can't cope with many of the handicapped students) - Social Security Regulation (9 month trial; must give up medical if continue to work) - Two year sign language course would be beneficial.
Mental Health Association	- No	- Yes - Assist students in seeking counseling	- No - Do not accept federal monies	- Yes - Educational	- Don't know	- New Director - Hope Survey is successful to provide funding

Table A-4

AGENCY	DOES HCC STUDENT SERVICES...			DOES THIS AGENCY... Page 3 of 3		
	Duplicate this Agency's Services	Refer Clients to this Agency	Contract with this Agency for Services?	Refer Clients to HCC?	Would sit on Stud. Serv. Adv. Board?	Have Comments/Questions?
Big Island Center for Independent Living	- No	- Yes - Housing referral - Personal Care Attendant (PEA) referral	- Yes - Housing - PLA (Training Coordinator for attendants)	- Yes - Training of PCA	- Yes	- Interested in establishing a direct line communication between our agency and the college (Glen Sufficool)
Hilo Vocational Rehabilitation Center	- No	- Yes - Housing (tenants) - Sheltered workshop (Part-time student)	- Yes - Group not reached between college and sheltered workshop	- No	- Yes	- Need Deaf/Blind Program (None at present) - Mobility Impaired - don't set separate programs for Each type of Handicap
Kona Krafts	- No	- No	- Yes - Internship for students	- Yes - Counseling - Educational Assessment - Interest and Aptitude Testing	- No	- Distance (too great) - Integration of School and Community Needs Improvement - HCC needs to reach out - Large Gap between High School and workshops - High school grads not capable of giving change and other basics. - Centralize services at one campus rather than satellites.

SUMMARY OF SERVICE AGENCY OUTCOMES

A large proportion, if not the total population of agencies serving the Big Island's handicapped, was included in the twelve agencies interviewed.

What are some characteristics of the agencies interviewed?

For the twelve agencies in the sample, the size of the client population varied from 35 for the Hilo Day Activity Center to 400+ for the Department of Vocational Rehabilitation; the type of handicaps served varied as well, from mental retardation at the Brantley Center, to the orthopedically/multi-handicapped at Kame Aloha Unlimited, with a number of agencies serving virtually "all" handicaps, e.g. State Employment Center, Commission on the Handicapped, etc. A wide variety of services, too, are provided, from medical therapy, by the Easter Seal Society, to independent living skill training and even home remodeling, by Kame Aloha Unlimited.

What types of job training are provided for handicapped persons in the Big Island?

Five of the twelve agencies sampled provided job training activities. The types of training provided include pre-employment workshops, on-the-job training, work experience, and "any other training needed for employment." Specific skills mentioned include yard work, office aide, janitorial, woodworker, food service, etc.

How many (and what types) of placements are made?

By far the most placements are made by the Department of Vocational Rehabilitation (150) and the State Employment Service (180). The Department of Vocational Rehabilitation reports 40% of its placements in "service" jobs, 25% in agricultural jobs, etc; while the State Employment Service reports only "agricultural" (15%) and "nonagricultural" (85%) categories. Specific placements reported by Kuna Krafts, Brantley Center, and Hilo Vocational Rehabilitation Center include such jobs as laundry, baker's helper, sewing, janitorial, groundskeeper, and lathe operator.

What type of placement problems were faced by these agencies? In finding opportunities? In making initial placements? In maintaining placements?

The major problem in finding placement opportunities was "the economy," i.e. just too few jobs, too many jobs require a variety of tasks, etc. "Employer prejudice" and "poor client attitude" were also mentioned. "Apprehension on the part of the employer" was the main problem in making initial placements, although the "attitudes of other employees" and the "reluctance of agency staff to accompany the client to the job" were also mentioned. The main problems in maintaining placements seem to be the personnel/cost/inconvenience of follow-up, as well as the client's faulty work habits.

How does/might Hawaii Community College's Student Services Division relate to these agencies?

None of the 12 agencies interviewed felt HCC's Student Services Division duplicated its services. Five of the 12 agencies indicated that HCC Student Services referrals might be beneficial/relevant for these agencies. Seven already did take referrals, for services such as housing (e.g. Big Island Center for Independent Living); employment (e.g. State Employment Service); and wheelchair repair (e.g. Kame Aloha Unlimited). Eight of the twelve agencies interviewed indicated it might be beneficial for HCC to contract for a number of services; e.g. Brantley Center could provide selected HCC students with Career Counseling Services; the Big Island Center for Independent Living could provide a training coordinator for personal care attendant training; etc.

How do/might these agencies relate to Hawaii Community College?

Seven of the twelve agencies interviewed indicated they might refer clients to HCC; e.g. the Big Island Center for Independent Living might refer clients for Personal Care Attendant training; Kona Krafts for counseling, assessment, and testing; Easter Seal Society for financial aids, readers, note takers; and Vocational Rehabilitation for "all kinds of services." Ten of the twelve agency representatives indicated a willingness to sit on the HCC Student Services Advisory Board.

What pressing needs were identified by the Agencies interviewed?

Among the most pressing needs identified were: "No follow-up on graduates from high school who are identified as handicapped"; "High school graduates not capable of giving change, other basics"; "Large gap between high school and workshops"; "Deaf people almost totally ignored"; and integration between school and community needs improvement." "HCC needs to reach out."

VII CONCLUSIONS

In this section, the major conclusion of the report are presented. As above, they are grouped according to the data base from which they were derived; i.e. the faculty questionnaire, the handicapped student interviews, the employer interviews, or the agency interviews.

FACULTY QUESTIONNAIRE

Conclusion 1: The HCC faculty is relatively inexperienced in teaching handicapped persons.

Nearly 80% taught less than five handicapped students in the last two years; over 40% taught none in that time period.

Conclusion 2: The faculty is most experienced teaching the "learning disabled."

Forty-nine percent (49%) of the handicapped students taught by HCC faculty in the last two years were "learning disabled."

Conclusion 3: The faculty is particularly inexperienced teaching visually impaired, hearing impaired, and physically handicapped persons.

Of the handicapped persons taught by the HCC faculty in the past two years, 1% were visually impaired; 10% were hearing impaired; and 11% were physically handicapped.

Conclusion 4: Overall, the faculty's major concerns about teaching handicapped persons were:

- It requires too much time, causing neglect of the other students; and
- Lack of knowledge about appropriate teaching techniques.

Conclusion 5: The concerns of the Trade and Industry faculty differed from those, the overall faculty.

The Trade and Industry faculty indicated appreciably more concern about 1) handicapped students injury to themselves and others; and 2) the availability of proper equipment; and less concern about 1) lack of knowledge about appropriate teaching techniques; and 2) lack of knowledge about newer teaching techniques.

Conclusion 6: Major "specific" problems in teaching handicapped students at HCC include:

- Student frustration
- Lack of appropriate materials
- Lack of support personnel

Conclusion 7: Types of assistance needed for teaching handicapped persons at HCC include:

- Setting up entry competencies for core courses; along with specific remedial activities designed for persons with academic and other handicaps.
- Obtaining instructional materials and equipment designed for targeted handicaps, and
- Obtaining additional professional training

HANDICAPPED STUDENT INTERVIEWS

Conclusion 8: Both knowledge and use of the major student services were substantial among HCC students with handicapping conditions.

Service	% Knowing	% Using
Learning Lab	96%	76%
Counseling	92%	72%
Financial Aid	92%	52%

Conclusion 9: Handicapped student self-report measures did not indicate many problems in "physical access," "social activity," or "counseling" at HCC.

Overall, only about 10% of the handicapped student ratings indicated "lots of problems."

Conclusion 10: Approximately twice as many handicapped students' ratings indicated problems with "classroom instruction" as with "physical access," "social activity," or "counseling related" problems.

Problem Areas	% "Lots of Problems" Ratings
Counseling	5.2%
Physical Access	7.3%
Social Activity	7.3%
Classroom Instruction	18.8%

EMPLOYER INTERVIEWS

Conclusion 11: Almost without exception, the jobs for which handicapped persons were hired were quite low level.

Typical jobs include hotel laundry, sorting nuts, harvest, and trimming garments.

Conclusion 12: Overall, the ratings given handicapped workers by their employers were "fair to good."

The overall rating was 3.6 on a 5 point scale. The highest ratings were in "attendance" (4.1) and the lowest were in "skill" (3.0). Physically handicapped workers received the highest overall ratings (4.0), while visually impaired and hearing impaired received the lowest (3.2 and 3.3, respectively).

Conclusion 13: A high proportion of the employers who hire handicapped workers would be willing to hire additional handicapped workers if specific on-the-job training were provided at no cost to them.

Overall, 9 out of every 10 employers interviewed expressed such a willingness. For workers with specific handicaps, the percentages were as follows:

- 65% were willing to hire additional workers with physical handicaps;
- 70% were willing to hire additional workers who were slow learners; and
- 83% were willing to hire additional workers who were learning disabled.

Conclusion 14: Of the 27 Big Island employers of the handicapped who were interviewed, none indicated they worked closely with HCC.

- 56% indicated they worked closely with the Department of Vocational Rehabilitation;
- 22% indicated they worked closely with the State Employment Service;
- 19% indicated they worked closely with ALU LIKE;
- 11% indicated they worked closely with the Occupational Skills Center, and with Rainbow Crafts; and
- 4% indicated they worked closely with JTPA; with Kuna Krafts; and with Project Holuhua.

AGENCY INTERVIEWS

Conclusion 15: Nearly half the Big Island agencies which serve handicapped persons provide job placement services.

Of the 12 agencies interviewed, five reported job training/placement activities. The types of training they provide include pre-employment workshops, on-the-job training, work experience, and "any other training needed for employment."

Conclusion 16: Approximately 250 handicapped persons per year are placed in jobs by these agencies.

Approximately 50% of the placements are in service jobs (125); 20% are in agriculture (50); 10% in clerical jobs (25); and about 20% in other jobs (50).

Conclusion 17: Major problems faced by agencies in "finding" job placement sites include:

- The number of jobs available (There are just too few jobs available in the Big Island Economy.)
- The types of jobs available (The small companies, typical of the Big Island, require workers to do a variety of tasks; while it is appreciably easier for most handicapped persons to learn to do a small number of tasks well.)
- Other problems (includes "employer prejudice" and "poor client attitude"

Conclusion 18: Major problems faced by agencies in "initially placing" clients in jobs include:

- Apprehension on the part of the employers
- The attitude of other employees, and
- The reluctance of agency staff to accompany the client to the site

Conclusion 19: Major problems faced by agencies in "maintaining placements" include:

- Providing personnel for the follow-up
- Providing resources (funds) for the follow-up
- The inconvenience of the follow-up (scheduling, etc.)
- The clients' faulty work habits

Conclusion 20: Other pressing needs identified by the Big Island agencies serving the handicapped include:

- The integration between school and community needs improvement; e.g. there's no follow-up on graduates from high school who are identified as handicapped;
- Long distances to service combined with the inability to drive make transportation a critical need for many, if not most, handicapped persons
- HCC needs to "reach out"

Conclusion 21: The Big Island Agencies serving the handicapped seem quite willing to cooperate with HCC on mutual problems.

- While none of the 12 agencies interviewed felt HCC's Student Services Division duplicated its services,
- Five of the 12 indicated HCC Student Services referrals might be beneficial/relevant for their agencies.
- Eight of the 12 indicated they did (or might) refer clients to HCC's Student Services Division; and
- Ten of the 12 (83%) indicated a willingness to sit on the HCC Student Services Advisory Board (with one declining because of the distance involved and the other indicating that the agency's new director would have to make that decision.)

VIII RECOMMENDATIONS

In this section the studies' major recommendations are given and briefly discussed. Areas covered include training, recruitment, placement, curriculum, and administration.

TRAINING

Recommendation 1: Provide faculty specialized training.

Since about three-quarters of the faculty (and two-thirds of the Trade and Industry faculty) have taught a maximum of four handicapped students in the last two years, it is recommended that training in "specialized methods" be made available for all faculty with handicapped students in their classes. These specialized methods courses should be keyed to the various handicapping conditions. Expert help should be made available for tough cases, and eventually, particularly successful faculty should be asked to take on a more central role. Many of the basics coming out of these courses should generalize to non-handicapped students, so it shouldn't be thought of as "extra" work. Generous in-service credit should be awarded for competence learned and applied.

Recommendation 2: Develop on-site training programs, especially in the trades.

Since other agencies are already "in the business" of placing handicapped persons in various Big Island jobs, and still others provide various support services, a place where HCC could make and important contribution is in providing state-of-the-art training on site. This would of course benefit the handicapped persons, and the employers; but it could also benefit the faculty as well. They might systematically be cycled through the site programs to learn new techniques, see firsthand what's relevant "out there," etc.

It should be noted, by the way, that 90% of the employers of handicapped workers interviewed indicated they might hire additional workers if on-site training were provided at no cost to them.

It is anticipated that such a program would start small and grow slowly, as appropriate personnel, climate, and resources become available. It is anticipated also that the effort to "put more of the College into the Community" would not go unnoticed (unappreciated) by the community.

RECRUITMENT

Recommendation 3: Recruit/provide support services for slow learners, physically handicapped, hearing impaired and visually impaired students.

In the last two years, approximately half the handicapped students taught by HCC faculty were learning disabled; and indeed, the Learning Lab, etc. shows that the College is taking their problems seriously. Similar sincerity needs to be shown the problems/needs of the physically handicapped, the hearing impaired, and the visually impaired.

Recommendation 4: Develop/implement a systematic program to monitor the postsecondary education needs of handicapped persons completing Big Island high schools.

The social promotion of many handicapped students leaves them incapable of many basic skills; the local economy makes available few dignified jobs; and the islands long distances intensify their isolation. In the words of two agency respondents: "HCC needs to reach out" and "the integration between school and community needs improvement."

PLACEMENT

Recommendation 5: Develop/implement a systematic placement program for the placement of professional level handicapped students.

Quite frankly I see this recommendation as benefitting other handicapped students and the College more than the students placed. The students I have in mind are competent, they inspire, and at times they are downright charismatic. They can and often do find suitable employment for themselves. It is through association with *them* that the College (and their colleagues) would benefit.

Recommendation 6: Develop a coalition with existing placement programs to better place other handicapped students.

As indicated above (Recommendation #2), several other agencies are already in the business of placing handicapped persons in Big Island jobs. HCC might more profitably join with them, possibly using their placement sites in return for some training services. And they might explore new placement sites, making inroads together where alone they might fail.

CURRICULUM

Recommendation 7: Develop/adapt a more competency-based curriculum, especially in the trades.

That many if not most handicapped students get put in classes "over their heads" seems to be a major conclusion of the faculty questionnaire. Both their valid placement and the development of appropriate remediation techniques, however, depend in large part on concise statements of what it is that must be learned. Competency-based curricula *are* such statements.

ADMINISTRATION

Recommendation 8: "Legitimize" the support position for handicapped students (and women) by putting it on "hard money."

In the words of a faculty member: "By accepting all students (handicapped, etc.) we imply there is a place for them here on campus. Administratively there is always talk of strong support--but unfortunately it's only talk."

One reason it may seem like "only talk" is that the counseling position that serves handicapped students (and women) is, after several years, *still* on "soft money," a sure sign of second-class citizenship in administration land; i.e. not to be taken "too" seriously. Putting that position on "hard money" would be a firm step, one understood by all, in the direction of "legitimizing" handicapped services on campus. Indeed, it will be hard to take a "second step" without it.

Recommendation 9: *Charge some unit within HCC with the responsibility for providing handicapped services; provide it with the necessary resources; and hold it accountable for providing the services.*

It is particulary important in "minority" programs that the "bureaucratic shuffle" be kept to a minimum, and that strong administrative leadership be exercised. With a clear and public administrative structure this becomes possible; without such a structure, little gets done, and what does get done, gets done slowly.

APPENDIX A

Faculty Questionnaire

HCC FACULTY SURVEY
SERVICES TO HANDICAPPED STUDENTS

WHAT HAVE BEEN YOUR EXPERIENCES TEACHING HANDICAPPED STUDENTS AT HCC?

TYPE OF HANDICAP	During the last two years, how many have you taught?	Of those students, how many were handicapped		What major problems did you have?	What type of assistance could you have used? (Be specific)	Of those you taught, how many did you place in a job?	
		mildly	severely?			directly	indirectly
MENTALLY IMPAIRED mentally retarded, slow learner							
LEARNING IMPAIRED learning disabled							
PHYSICALLY IMPAIRED amputee, wheelchair confined							
VISUAL IMPAIRED blind, partially sighted							
HEARING IMPAIRED deaf, hard of hearing							
MULTIPLE OR OTHER IMPAIRMENT							

YOUR PROGRAM AFFILIATION (Check one)

1. General Education

- ___ Humanities
  Arts, Lit., Lang. etc.
- ___ Social Sciences
  Hist., Psych, Soc.. Econ., etc.
- ___ Natural Sciences
  Bio., Chem., etc.
- ___ Liberal Arts

Trade & Industry

- ___ Agriculture
- ___ Auto Body Repair
- ___ Automotive Mech.
- ___ Carpentry
- ___ Diesel Mechanics
- ___ Drafting/Eng. Aid
- ___ Electrial Install.
- ___ Electronics Tech.
- ___ Fashion Tech.
- ___ Food Service
- ___ Machine Tech.
- ___ Welding/Sheet Met.

Business

- ___ Accounting
- ___ Data Processing
- ___ General Clerical
- ___ Sales & Marketing
- ___ Secretarial Science

Other

- ___ Criminal Justice
- ___ Fire Science
- ___ Nursing

2. How many years have you taught at HCC? _____

YOUR GENERAL CONCERNS (Check all that apply)

3. ___ A. Injury to themselves and others
   ___ B. Require too much time, causing you to neglect other students
   ___ C. Not knowledgeable about appropriate teaching techniques
   ___ D. Not knowledgeable about newer teaching techniques
   ___ E. Proper equipment not available
   ___ F. Physical environment needs modification
   ___ G. Outside support not available
   ___ H. Outside support not appropriate
   ___ I. Other:____
   ____
   ____
   ____

4. Please read over the concerns you checked in number three above and circle the two which in your experience have been the most critical in assisting handicapped students in your classroom.

YOUR SUGGESTIONS FOR IMPROVING SERVICE TO HANDICAPPED STUDENTS

5. Based on your experience teaching handicapped students, what sugestions do you have for improving the educational programs and services for handicapped students attending HCC?
(Please be as specific as possible.)

APPENDIX B

Handicapped Student Interview Schedule

HCC STUDENT SURVEY
Services to Handicapped Students

YOUR MAJOR?

1. In what program are you enrolled at HCC? (Check one)

General Education

___ Humanities
Arts, Lit., Lang., etc.
___ Social Sciences
Hist., Psych., Soc., Econ, etc.
___ Natural Sciences
Bio., Chem., etc.
___ Liberal Arts

Trade & Industry

___ Agriculture
___ Auto Body Repair
___ Automotive Mech.
___ Carpentry
___ Diesel Mechanics
___ Drafting/Eng. Aid
___ Electrical Install.
___ Electronics Tech.
___ Fashion Tech.
___ Food Service
___ Machine Tech.
___ Welding/Sheet Metal

Business

___ Accounting
___ Data Processing
___ General Clerical
___ Sales & Marketing
___ Secretarial Science

Other

___ Criminal Justice
___ Fire Science
___ Nursing

2. Are you a first year student or a second year student? (Check one)
___ 1st year student
___ 2nd year student

SOME BACKGROUND INFORMATION

3. Your Age? ___ ___ years old

4. Your Sex? ___ male ___ female

5. Your Handicap?

___ Blind
___ Partially Sighted
___ Deaf
___ Hard-of-heading

___ Other (describe) ______________________________

___ Learning Disabled
___ Slow Learner
___ Physically Disabled
  ___ Parapalegic
  ___ Quadrapalegic

STUDENT SERVICES?

6. Which of the student services listed below do you know about?
(Put a check in column A, below)

7. Which of the student services listed below have you used?
(Put a check in column B, below)

(A) I KNOW ABOUT	(B) I'VE USED SERVICES	SOME HCC STUDENT SERVICES
_____	_____	1) ______________________________
_____	_____	2) ______________________________
_____	_____	3) ______________________________
_____	_____	4) ______________________________
_____	_____	5) ______________________________
_____	_____	6) ______________________________

WHAT DO YOU PLAN TO DO AFTER YOU LEAVE HCC?

8. Do you plan to go to work?
_____ YES—What kind of job? (fill in) ____________________
_____ NO
_____ DON'T KNOW

9. Do you plan to continue your education/training?
_____ YES—In what major? (fill in) ____________________
At what school? (fill in) ____________________
_____ NO
_____ DON'T KNOW

WHAT KINDS OF PROBLEMS DO YOU HAVE AT HCC?

INSTRUCTIONS

Below are listed a number of problems, each with three circles in front of them.

Example

If you have the problem A LOT, put a slash through the full circle ●̸ ◒ ○

If you have the problem SOMETIMES, but not a lot, put a slash through the half full circle ● ◒̸ ○

If you DON'T HAVE the problem, put a slash through the empty circle ● ◒ ⊘

PHYSICAL ACCESS: I have had problems with

● ◒ ○ 1. Obtaining special equipment needed for my classes.

● ◒ ○ 2. Getting to class because of barriers such as lack of sidewalks or curb cuts, no elevators, no ramps, parking is to far away.

● ◒ ○ 3. Class activities which are too hard for me physically.

● ◒ ○ 4. Walkways without curves

● ◒ ○ 5. (Fill in:) ______________________________

CLASSROOM INSTRUCTION: I have had problems with

● ◒ ○ 1. Reading and understanding the materials required for class.

● ◒ ○ 2. Writing what I know for assignments and exams.

● ◒ ○ 3. Understanding what the instructor is saying.

● ◒ ○ 4. Feeling out of place in the classroom.

● ◒ ○ 5. (Fill in:) ______________________________

SOCIAL ACTIVITIES: I have had problems with

● ◒ ○ 1. Getting to know other handicapped students.

● ◒ ○ 2. Getting to know non-handicapped students.

● ◒ ○ 3. Participating in extra-curricular activities on campus.

● ◒ ○ 4. Participating in off-campus activities.

● ◒ ○ 5. (Fill in:) ______________________________

COUNSELING, TUTORING AND SUPPORT SERVICES: I have had problems with

● ◒ ○ 1. Getting a tutor.

● ◒ ○ 2. Tutors who have not helped me.

● ◒ ○ 3. Getting counseling that is helpful.

● ◒ ○ 4. Getting help with more personal (non-school) problems.

● ◒ ○ 5. (Fill in:) ______________________________

APPENDIX C

Employer Interview Schedule

HCC EMPLOYER QUESTIONNAIRE
Section A

____
Company

____

____

Person Interviewed: ______________ Position: ____________ Date: ________

____

____

1. Do you employ any PHYSICALLY HANDICAPPED workers? i.e. blind, deaf, confined to a wheelchair, etc.?

   _______YES. Go to question 2. (page A-2)
   _______No. Have you employed any in the past?

      _______YES. Go to question 2. (page A-2)
      _______NO. Do you have any entry level jobs that physically handicapped persons might be able to do if special on-the-job training were provided at no cost to you? (This is just an information question. It doesn't obligate your company or Hawaii Community College in any way.)

         _______YES. What are they?
         ____
         ____
         ____
         ____
         Go to Sheet B.
         _______NO. Go to Sheet B.
         _______DON'T KNOW. Who might I see to find out?
         ____
         ____
         Go to Sheet B.

      _______DON'T KNOW. Who might I see to find out?
      ____
      ____
      Go to Sheet B.

   _______DON'T KNOW. Who might I see to find out?
   ____
   Go to Sheet B.

HCC EMPLOYER QUESTIONNAIRE
Section A

2. About how many of them are (were):
(check; ask age (question 2a))

2a. How many are (were):
(put # of years on line)

		18-24 yrs	25-40 yrs	40+ yrs
______	a) Visually impaired (blind, etc.)?	______	______	______
______	b) Hearing impaired (deaf, etc.)?	______	______	______
______	c) Confined to wheelchair?	______	______	______
______	d) Other physical handicap (list)			
	______________________	______	______	______
	______________________	______	______	______

****

- Go to "JOB SHEET"
- Check subtype of impairment
- Complete a "JOB SHEET" for each subtype of impairment checked in question 2.

****

10. Might your company be interested in hiring one or more (additional) PHYSICALLY HANDICAPPED worker(s) IF SPECIFIC ON-THE-JOB TRAINING WERE PROVIDED AT NO COST TO YOU? This item is for information only. Answering it does not obligate your company or Hawaii Community College in any way.

______YES.

______NO.

______DON'T KNOW. Who might I see to find out? ______________________

Go to Sheet B.

____
Company

____

____

1. Do you employ any MENTALLY HANDICAPPED workers? i.e.
   - workers who take appreciably longer to learn relatively simple tasks;
   - workers who just don't seem to be able to handle tasks beyond a relatively low level of complexity;
   - workers who almost never show much initiative;
   - workers who, once they learn them, often do suprisingly well at routine tasks that must be repeated over and over;

_______YES. Go to question 2. (page B-2)
_______NO. Have you employed any in the past?

_______YES. Go to question 2. (page B-2)
_______NO. Do you have any entry level jobs that mentally slow persons might be able to do if special on-the-job training were provided at no cost to you? (This is just an information question. It doesn't obligate your company or Hawaii Community College in any way.)

_______YES. What are they?
____
____
____
____
Go to Sheet C.
_______NO. Go to Sheet C.
_______DON'T KNOW. Who might I see to find out?
____
____
Go to Sheet C.

_______DON'T KNOW. Who might I see to find out?
____
____

_______DON'T KNOW. Who might I see to find out?
____
Go to Sheet C.

HCC EMPLOYER QUESTIONNAIRE
Section B

---

2. About how many of them?

____

2a. About how many are (were):

_______18-24 years of age
_______25-39 years of age
_______40 or more years of age?

****

Go to JOB SHEET.

****

---

10. Might your company be interested in hiring one or more (additional) mentally slow worker(s) IF SPECIFIC ON-THE-JOB TRAINING WERE PROVIDED AT NO COST TO YOU? This item is for information only. Answering it does not obligate your company or Hawaii Community College in any way.

_________YES.

_________NO.

_________DON'T KNOW. Who might I see to find out?

____

Go to Sheet C.

HCC EMPLOYER QUESTIONNAIRE
Section C

____
Company

____

____

1. Do you employ any LEARNING IMPAIRED workers? i.e.
   - workers with normal (or even high intelligence who for one reason or another, are unable to read, or are unable to compute, or are unable to communicate clearly with others);
   - workers who are often erratic, i.e. who are good at some things, but not in their area of impairment, e.g. at reading directions, or at making change or talking with customers.

   It should be noted that workers who do not speak the language, or those who have just never learned to read, DO NOT FALL INTO THIS CATEGORY.

   ______YES. Go to question 2. (page C-2)
   ______NO. Have you employed any in the past?

      ________YES. Go to question 2. (page C-2)
      ________NO. Do you have any entry level jobs that such learning impaired persons might be able to do if special on-the-job training were provided at no cost to you? (This question is for needs assessment only. Answering it does not obligate your company, or Hawaii Community College in any way.)

         ______YES. What are they?
         ____
         ____
         ____
         ____
         Go to question 10.
         ______NO. Go to question 10.
         ______DON'T KNOW. Who might I see to find out?
         ____
         Go to question 10.

      ________DON'T KNOW. Who might I see to find out?
      ____
      Go to question 10.

   ______DON'T KNOW. Who might I see to find out?
   ____

HCC EMPLOYER QUESTIONNAIRE
Section C

---

2. About how many of them?

____

2a. About how many are (were):

________18-24 years of age
________25-39 years of age
________40 or more years of age

****
Go to JOB SHEET
****

---

10. Might your company be interested in hiring one or more (additional) learning impaired workers IF SPECIFIC ON-THE-JOB TRAINING WERE PROVIDED AT NO COST TO YOU? This question is for needs assessment only. Answering it does not obligate your company, or Hawaii Community College in any way.

______YES.
______NO.
______DON'T KNOW. Who might I see to find out?
____

11. Has your company been involved with any of the local agencies serving the handicapped?

______YES. 11a. Which one(s)?

____
____
____
____

11a. In what capacity?

____
____
____
____

______NO.
______DON'T KNOW. Who might I see to find out?
____

12. Would your company be interested in sitting on the Student Services Advisory Board at Hawaii Community College? Minimally, it requires attendance at periodic board meetings, and giving feedback on various employment issues from a private employers point of view. Again, no obligation is implied, either on your part or on the part of Hawaii Community College.

______YES.
______NO.
______DON'T KNOW. Who might I see to find out?
____

HCC EMPLOYER QUESTIONNAIRE
Section C

13. Do you have any questions about Hawaii Community College's services for the handicapped, or about this study?
(Write down all questions; Answer as many as best you can; If there are questions you can't answer, tell the interviewee you will find out and get back to them. Do so at your earliest convenicence.)

*** END OF FORMAL QUESTIONNAIRE ***

FOR INTERVIEWER:

What is your overall impression of how likely this employer is to hire a handicapped worker (or additional handicapped workers) in the future? (check one)

_______very likely
_______likely
_______hard to tell
_______not likely
_______not at all likely

EMPLOYER QUESTIONNAIRE
Job Sheet

____
Company

____
Date

3. Check type of impairment:

```
******************************************************************************
*                                                                            *
*  Physical:_____Vision_____Hearing_____Wheelchair______Other ______________ *
*                                                                            *
*  Mental: ________                                                          *
*                                                                            *
*  Learning: ________                                                        *
*                                                                            *
******************************************************************************
```

4. What type of jobs do (did) the (mention impairment) employees hold? (Write in Column A)

(A) TYPE OF JOBS	(B) ATTENDANCE	(C) JOB SKILL	(D) ATTITUDE	(E) QUALITY WORK	(F) OVERALL
a)________	a)________	a)________	a)________	a)________	a)________
b)________	b)________	b)________	b)________	b)________	b)________
c)________	c)________	c)________	c)________	c)________	c)________
d)________	d)________	d)________	d)________	d)________	d)________
e)________	e)________	e)________	e)________	e)________	e)________

READ question 5 through question 9 for job "a",
WRITE answers on line "a" above;
THEN READ question 5 through question 9 for job "b",
WRITE answers on line "b";
CONTINUE through last job or job "e".

5. Compared to your non-handicapped employees doing the same job, would you say your (mention handicapped type) workers'
ATTENDANCE was (Show scale card to employer;
Read choices;
Then write number of response in Column B)

SCALE CARD

1	2	3	4	5
very poor	poor	fair	good	very good

6. Re-read item 5; Read JOB SKILLS instead of attendance; Write answer in column C.

7. Re-read item 5; Read ATTITUDE instead of attendance; Write answer in column D.

8. Re-read item 5; Read QUALITY OF WORK instead of attendance; Write answer in column E.

9. Re-read item 5; Read OVERALL PERFORMANCE instead of attendance; Write answer in column F.

- Refer to next job in Column A of question 4
- Read questions 5 thru 9 for that job
- Continue until all jobs are covered

****

Return to Sheet A, B, or C, item #10

****

APPENDIX D

Service Agency Interview Schedule

HCC AGENCY QUESTIONNAIRE

Person Interviewed ____________________

Agency ____________________

Position ____________________

Date ____________________

INTRODUCTION: As I mentioned on the phone, Hawaii Community College's Student Services Division is planning to increase its services to handicapped persons. We're particularly concerned that we don't duplicate already existing services. We're also concerned that we make as well as receive, appropriate referrals. To this end I'll be asking a few questions about your agency, e.g. types of handicap you serve, kinds of service you provide, etc. In turn (we'll provide you with a copy of our report, which will summarize your response, along with the response of approximately ____ other agencies serving the handicapped on Hawaii and approximately ____ Big Island employers who hire the handicapped. HCC would consider any mutually beneficial linkage that might emerge to be a worthwhile outcome of this project, whether or not HCC is one of the parties involved.

convey this content in your own words/style

1. For what type(s) of handicap does your agency provide service? (Put a check in "TYPE" column below.)

2. Approximately how many (Read 1st type checked below are between the age of (Read "18 to 24 years of age"/then "25 to 40 years of age"/then over 40 years of age"). Repeat for each handicapped checked; Write number of years under appropriate age category.

****

			AGE CATEGORY	
	TYPE	18-24	25-40	40+
1) Mentally Retarded				
2) Hard of Hearing				
3) Deaf				
4) Speech Impaired				
5) Visually Handicapped				
6) Emotionally Disturbed				
7) Orthopedically Impaired				
8) Other Health Impaired				
9) Specific Learning Disabled				
10) Deaf/Blind				
11) Multi Handicapped				

HCC AGENCY QUESTIONNAIRE

____
Agency

____

____

3. Which of the following services does your agency provide handicapped persons? Does your agency provide: (Read choice; check "yes," "no," "don't know")

	YES	NO	DON'T KNOW
Welfare Services such as:			
Food	1)		
Clothing	2)		
Housing	3)		
Medical	4)		
Other Welfare:			
	5)		
	6)		
Employment Services such as:			
Vocational Assessment	7)		
Job Training	8)		
Job Placement	9)		
Provide Jobs	10)		
Other Employ. Services:			
	11)		
	12)		
Education Services such as:			
Ed. Testing/Assessment	13)		
Books/Tuition, etc.	14)		
Tutoring	15)		
Other Ed. Services:			
	16)		
	17)		
Any Other Services?			
	18)		
	19)		
	20)		

NOTE: For any "DON'T KNOW" response, ask:
"Who can I see to find out?" and follow up with phone call; if necessary.

HCC AGENCY QUESTIONNAIRE

____
Agency

____

____

4. If checked "NO" to Job Training (item 8, above) GO TO QUESTION 5.
If checked "YES", say

You indicated that you provided "training," what type of training?"

____

____

____

____

5. If checked "NO" to Job Placement (item 9, above) GO TO QUESTION 8.
If checked "YES", say

You (also) indicated that your agency provides job placement; approximately how many persons do you place a year? ________

6. In what types of jobs are these placements made?

______________ ______________

______________ ______________

______________ ______________

______________ ______________

7. What would you say are your major problems: (repeat for 3 forms of questions)

(a) in finding appropriate placement opportunities?

____

____

____

____

(b) in your initial placement at a site?

____

____

____

____

(c) in maintaining the client's placement sites?

____

____

____

____

HCC AGENCY QUESTIONNAIRE

____
Agency

____

____

WE'RE ALMOST AT THE END...

Here's a brief statement of HCC's major services to handicapped persons. Would you take a minute to glance over it please.

GIVE SINGLE PAGE STATEMENT TO READ.
AFTER A MINUTE OR SO (OR WHEN PERSON INDICATES HE/SHE IS THROUGH READING, ASK,

8. Do you see any areas where HCC might be unnecessarily duplicating services provided by your agency?

_______YES. Which ones?
_______NO.
_______DON'T KNOW (No Follow-up)

____
____
____
____

9. Do you see any areas where HCC's Student Services Division might find it beneficial to refer handicapped persons to your agency for services!

_______YES. Which ones"
_______NO.
_______DON'T KNOW (No Follow-up)

____
____
____
____

10. Do you see any areas where HCC's Student Services Division might find it beneficial to contract with your agency to provide a service, or services?

_______YES. Which ones?
_______NO.
_______DON'T KNOW

____
____
____
____

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HCC AGENCY QUESTIONNAIRE

____
Agency

____

____

11. Do you see any areas where your agency might find it beneficial to refer handicapped persons to HCC's Student Services Program. (This item is for needs assessment only. Answering it does not obligate your agency, or Hawaii Community College, in any way.)

_______YES.
_______NO.
_______DON'T KNOW. (Don't Follow-up)

Which ones?
____
____
____
____

12. Might your agency be interested in sitting on Hawaii Community College's Student Services Advisory Board? Minimally, it requires attendance at periodic board meetings, and giving feedback or raising issues that relate to handicapped students from an outside agency point-of-view. Again, no obligation is implied on your part or on the part of Hawaii Community College.

_______YES.
_______NO.
_______DON'T KNOW. Who might I see to find out?
____

13. Do you have any questions about Hawaii Community College's Services for the handicapped or about this study?
(Write down all questions; Answer as many as best you can; If there are questions you can't answer, tell the interviewee you will find out and get back to them, do so at your earliest convenience.)

____

____

____

____

- PAU -

APPENDIX E

Evaluator's Vitae

VITAE OF BERNARD OSTROWSKI

Bernard Ostrowski
EVALUATION CONSULTANT
3161 Ala Ilima Street #1602
Honolulu, Hawaii 96818
Phone: 833-0655

Social Security Number
160-32-9565

Hawaii General Excise
License: 10101238

EDUCATIONAL BACKGROUND

1. All but dissertation completed for the Ph.D. degree in Educational Psychology at the University of Oregon (1969-1974).

   Major area is the development and evaluation of educational programs for the disadvantaged; minor area is disadvantaged youth--in post-1960's terminology, "the culturally different child." While at the University of Oregon, I worked as research assistant in the area of evaluation for the Teacher Corps Corrections Program.

2. M.A. in Educational Psychology at the University of California, Berkeley, June 1969.

   Majored in General Educational Psychology, with a secondary focus in Educational Anthropology; the relationship between linguistic and cognitive competence was a special interest.

3. Graduate Studies in Sociology at the University of Stockholm International Graduate School (1966-1967).

   Major emphasis was the analysis of social problems in different countries. Students representing nearly a dozen countries--First, Second, and Third, World--were co-participants in these seminars.

4. B.A. in Psychology at California State College at Fullerton, June 1966.

   Majored in General-Experimental Psychology, with a special interest in Educational Psychology and Cultural Anthropology.

EVALUATION EXPERIENCE

1. Independent Evaluation Consultant
   March 1975 to present.

   As self-employed Evaluation Consultant, I design and implement both formative and summative evaluations, write proposals and reports, collect and analyze data, etc.

   Recent clients include Hawaii Community College, for which I conducted a third-party evaluation of services to handicapped students (December 1985); the University of Hawaii Community Colleges Career Opportunity Program, for which I evaluated their 1983-84 activities (April 1985); and the Pacific Post-Secondary Education Council, for which I designed, developed, and delivered an Upward Bound Workshop on "Teaching in Style" (June 1985).

   Previous clients include the State of Hawaii Department of Education, for which I conducted a third-party evaluation of the State Right-to-Read Leadership and Training Project (1979); and the Schools of the Pacific Islands, Inc., for which I made several on-site evaluations of its experimental secondary school in the Palau District of Micronesia (1975-79). Other clients have included Citizens for Concerned Action for which I conducted an external evaluation of the Pacific Area Languages Materials Development Center (1978); Nomos Institute for which I wrote a technical proposal for the evaluation of the Hawaii Bilingual/Bicultural Education Project (1977); East-West Research and Design, Inc., for which I prepared materials and monitored a market research survey (1977); and the University of Oregon Regional Resource Center, for which I edited the evaluation section of its Operation Learning Resource Centers Manual (1976). In addition to my consultant relationship, I have been employed by several of these firms as either Evaluation Specialist or Research Associate. See below.

2. Director of Research for Hawaii Inteviewing
   January 1980 to present.

   I own, manage, and direct Hawaii Interviewing, a small Honolulu-based market research and program evaluation firm which provides services ranging from in-person and telephone interviews to full-scale program evaluations. Major market research clients include Winona Research of Minneapolis (1980-82), Radio Market Research of Miami (1982-84), and Ferguson Enterprises, Inc. of Wilmette, Illinois (1984-present).

   Major program evaluation clients include the University of Hawaii Office of the State Director for Vocational Education, Micronesia Occupational College; the State of Hawaii Department of Personnel Services; and the Pacific Post-Secondary Education Council at the University of Guam.

For the office of the State Director for Vocational Education, Hawaii Interviewing recently completed a statewide assessment of the vocational education needs of single parents/homemakers (January 1986). Before that, it completed an evaluation of a five-year Sex Equity Training Program in the state's secondary schools (September 1984) and a CETA Classroom Training Program (October 1983). For Micronesia Occupational College, a Title III PLanning Grant Evaluation was provided (December 1984). For the State of Hawaii Department of Personnel Services, a physical abilities instrument was modified and tested for use in establishing/determining employment of standards (February 1982); and (data oriented) evaluation consultation services were provided for HARRIET, a Hawaii hotel training trust.

3. Field Supervisor/Project Director for Research Associates
July-December 1979.

As Field Supervisor I directed the field activities for this full-service market research firm. My major duties included the hiring and training of field personnel, the implementation and monitoring of precise sampling procedures, and the pretesting and consequent modification of survey instruments. While with Research Associates I also directed one of its larger field studies involving over two thousand intercept and telephone interviews, among Japanese-speaking as well as English-speaking respondents.

SUPERVISOR: Gerard Murphy, Managing Director
Research Associates
1441 Kapiolani Boulevard, 15th Floor
Honolulu, HI

4. Training Coordinator for the Schools of the Pacific Islands, Inc.
Summer 1978.

As Training Coordinator for the Schools of the Pacific Islands, I planned, administered, and monitored a leadership training program in conjunction with the East-West Center's Institute for Culture and Learning. This intensive summer program was designed to enhance leadership abilities and specific teaching skills among the faculty of an indigenous, private secondary school at Ibobong, Palau.

SUPERVISOR: Otoichi Besebes, Trustee
Schools of the Pacific Islands, Inc.
P. O. Box 130
Koror, Palau W.C.I 96940

5. Research Associate with Nomos Institute
April 1976 to August 1978.

In this position I wrote evaluation proposals, negotiated contracts, directed evaluation projects, constructed designs, developed instruments, supervised a small staff, analyzed data, and wrote reports, essentially all aspects of educational evaluation. The Nomos projects with which I was most closely associated were: the mid-project evaluation of the State Right-to-Read Leadership and Training Project (directed the evaluation and wrote the evaluation plan and the final report), August 1978; an interim evaluation of the Hawaii Bilingual/Bicultural Education Project (acting director of the evaluation from the contract's inception through the data collection phase) June 1978; and the formative evaluation of the University of Hawaii Multicultural Awareness Curriculum Development Project (coordinator of evaluation activites), October 1977 through June 1978).

SUPERVISOR: Dr. Robert Heath, Director, Nomos Institute
939 McCully Street
Honolulu, HI 96814

6. Performance Criteria Developer with the University of Hawaii Multicultural Awareness Curriculum Development Project
October 1977 to June 1978.

As part-time developer, I developed performance criteria for newly developed and newly devised sixth-grade social studies multicultural awareness units.

SUPERVISOR: Ron Mitchell, Director
University of Hawaii Multicultural Awareness Curriculum Development Project
1776 University Avenue
Honolulu, HI 96822

7. Evaluator with the University of Hawaii Multicultural Awareness Curriculum Development Project
April 1977 to June 1977.

In this half-time position I gathered interview and observation data on experimental social studies curricula in selected elementary schools. In these schools I made observations according to a predetermined schedule, interviewed teachers and students, and administered occasional questionnaires.

SUPERVISOR: Ron Mitchell, Director
University of Hawaii Multicultural Awareness Curriculum Development Project
1776 University Avenue
Honolulu, HI 96822

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8. Research Associate with East-West Research and Design, Inc.
March 1977 to May 1977.

As part-time Research Associate with this marketing research firm, I pre-tested questionnaires, trained interviewers, did sampling, conducted field activities, and analyzed data, virtually all phases of a survey research project.

SUPERVISOR: Dr. Edmund Faison, Director
East-West Research and Design
619 Paopua Loop
Kailua, HI 96734

9. Evaluation Specialist for the Regional Resource Center
January-August 1974.

As Evaluation Specialist for the Northwest Special Education Regional Resource Center I designed and implemented both in-house and sub-contract evaluations; made a series of evaluations in Alaska, Guam, Ponape, American Samoa, and the Pacific Northwest; drafted evaluation sections of various Center reports and proposals; and edited the evaluation sections of its preschool publication (1975) and its procedures manual (1977). The latter was done on a consultant basis after I had moved to Guam.

SUPERVISOR: Dr. James Crosson, Director
Northwest Area Learning Resource Center
Clinical Services Building
University of Oregon
Eugene, Oregon 97403

EVALUATION REPORTS/PROPOSALS

1. "Single Parents/Homemakers in Hawaii: A Study by Vocational Education Needs," for the University of Hawaii Office of the State Director for Vocational Education, January 1986.
2. "The 1983-84 Career Opportunity Program: An External Evaluation Report," for the University of Hawaii Community College Employment Training Office, April 1985.
3. "Micronesia Occupational College Title III Planning Grant (1983-84): An External Evaluation," for Micronesia Occupational College, Koror, Palau, December 1984.
4. "Equal Goals in Education: Some Outcomes and Implications of the EGO Project for Secondary Vocational Education in Hawaii (1978-1982)," for the University of Hawaii Office of the State Director for Vocational Education, March 1984.

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5. "Follow-up Study of Participants in the CETA Classroom Training Program, State of Hawaii (1980-81)," for the University of Hawaii Office of the State Director for Vocational Education, October 1983.
6. "Right-to-Read State Leadership and Training Project: Final Evaluation," for the Hawaii State Department of Education, September 1979.
7. "The Belau Modekngei School: A Fourth Interim Evaluation," for Schools of the Pacific Islands, Inc., Thousand Oaks, CA, March 1979.
8. "Right-to-Read State Leadership and Training Project: Mid-Project Evaluation," for Nomos Institute, Honolulu, HI, August 1978.
9. "Technical Proposal for the Evaluation of Components of the Hawaii Bilingual/Bicultural Education Project," for Nomos Institute, Honolulu, HI, March 1977.
10. "Interim Evaluation of the Belau Modekngei School," for the Schools of the Pacific Islands, Inc., Thousand Oaks, CA, 1975, 1976, 1977,

TEACHING EXPERIENCE

1. Freelance Lecturer in Psychology and Management
   August 1976 to present.

   On a periodic basis I teach the following courses: General Psychology (for the University of Hawaii, Hawaii Pacific College, Honolulu Community College and Kapiolani Community College); Industrial Psychology and Personal Adjustment (for Honolulu Community College); Industrial/Organizational Psychology and Applications of Psychology to Management (for Hawaii Pacific College), and a career education course titled How to Find the Job for You (for the University of Hawaii College of Continuing Education).

   Previously I taught Research Methods for Business (for Hawaii Pacific College); General Psychology (for the Chapman College Program for Afloat College Education, the PACE Program), and General Psychology, Child Development, Guidance and Counseling, and the Psychology of Small Groups (for Chaminade University of Honolulu).

2. Instructor at the University of Guam
   September 1974 to July 1976.

   In this full-time position I taught Educational Psychology and Special Education courses to students representing a cross-section of Micronesia. In addition to my teaching responsibilities I was heavily involved in program development, liaison with local agencies, and administering a federal grant.

3. Instructor at the University of Oregon
   June 1972 to January 1973.

   As part-time Instructor in the Department of Curriculum and Instruction, I taught Human Learning and Development and a Self-Study course to teacher interns in the University of Oregon Teacher Corps Program. The interns in this program were mainly Chicanos and Blacks from urban settings. The program itself was field-based, centered in high schools serving relatively high proportions of minority students.

PUBLICATIONS/PRESENTATIONS

Publications

1. "A Comparison of the Distributions of Jungian Personality Types Among Hawaiians of Japanese and Caucasian Ancestry." Research in Psychological Type, 183, 6, 54-57 (with Nissim Levy).
2. "Effects of Task on the Perceptual Organization of Sentences." Perception and Psychophysics, 1971, 10, 361-363 (with Paul Ammon and Keith Alward).

Presentations

1. "Psychological Preference, Sex Difference, and the World of Work." Paper presented at the Hawaii Department of Vocational Education, Sex Equity Project Meeting, East-West Center, University of Hawaii, Manoa campus, May 14, 1983.
2. "A Trade Type Indicator: Some Preliminary Data." Paper presented at the Association for Psychological Type, Pacific Region Meeting, Ala Moana Americana Hotel, Honolulu, HI, October 9, 1982.
3. "The Development of the Levy/Smith Short Form of the Myers-Briggs Type Indicator." Paper presented at the Association for Psychological Type, Pacific Region Meeting, Ala Moana Americana Hotel, Honolulu, HI, October 9, 1982.
4. "The Usefulness of the Myers-Briggs Type Indicator for Cross-Cultural Personality Reserch" (with Nissim Levy), University of Minnesota Conference on the Cross-Cultural Study of Personality. East-West Center, University of Hawaii, Manoa campus, February 27, 1981.

OTHER DOCUMENTS

1. "Teaching in Style: A Compilation of Materials for the Upward Bound Training Workshop," for Pacific Post-Secondary Education Council, June 1985.

2. "The Psychlogical Preference Program for Managers," for Hawaii Interviewing, February 1985.

3. "Proceedings of the High Technology Conference for Industrial Educators of Hawaii," for the University of Hawaii Office of the State Director for Vocational Education, September 1984.

4. "Selected Ethnicity Data: State of Hawaii Mental Health Division (1979-80)," for the Mental Health Division Ethno-Cultural Task Force, May 1982.

5. "The Analysis of Physical Abilities for Employment Standards," for the Hawaii Department of Personnel Services, February 1982.

6. "Mental Health and the Haole: Some Presumptuous Reflections upon the Mental Health and Mental Illness of Hawaii's Caucasian Population," for Mental Health Divisions's Ethno-Cultural Task Force, February 1981.

PROFESSIONAL ORGANIZATIONS/ACTIVITIES

1. Association for Psychological Type. Member, 1981-Present

2. Mental Health Needs of Native Hawaiians Task Force. Member, 1985

3. Ethno-Cultural Task Force, State of Hawaii Division of Mental Health. Member, 1979-82.

January 1986